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IDENTIFIERS	*Food Production; Vegetables

ABSTRACT

These 17 teacher modules are part of a curriculum dealing with food management, production, and services that was developed for use in secondary and postsecondary vocational programs in Tennessee. Covered in the individual modules are hand cutlery, breakfast items, grain products, vegetables, salad dressing, meats, stock, soups, sauces, garnishes, appetizers, cakes, and cookies. Each module contains the following components: a cover page that indicates the module name and competency area; a competency statement; a list of tasks addressed in the unit; specific student performance standards; performance objectives and enabling objectives; individual, group, and enrichment process sheets; a pretest; a student guide sheet; information sheets; worksheets; a posttest; a final checkout performance evaluation; a worksheet and evaluation key; and a list of resource items. (MN)

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Food Service Worker

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Instructructional Modules for
Food Management, Production and Services

Modules 18-34
COMPETENCY BASED CURRICULUM

JUNE 1981

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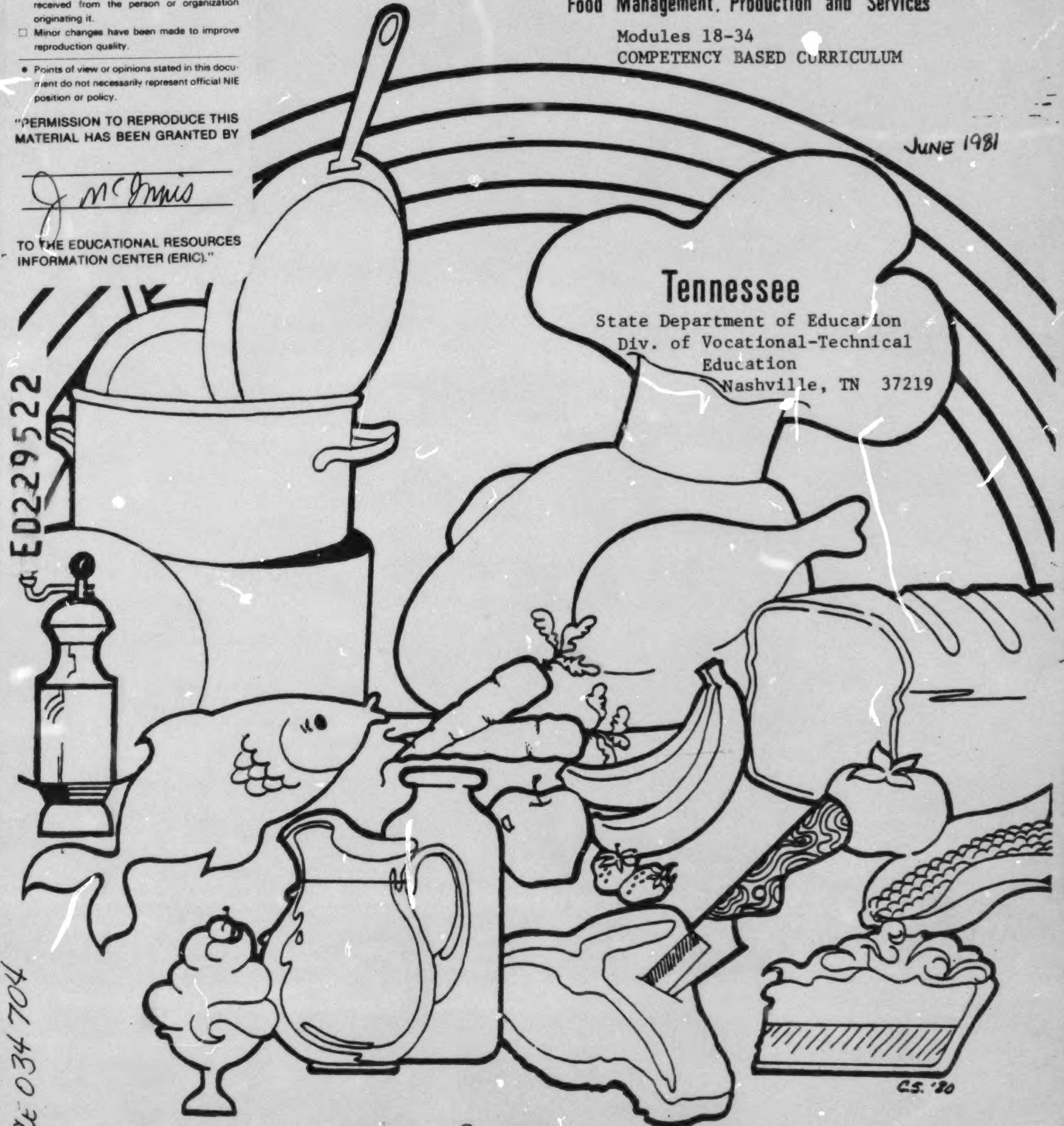
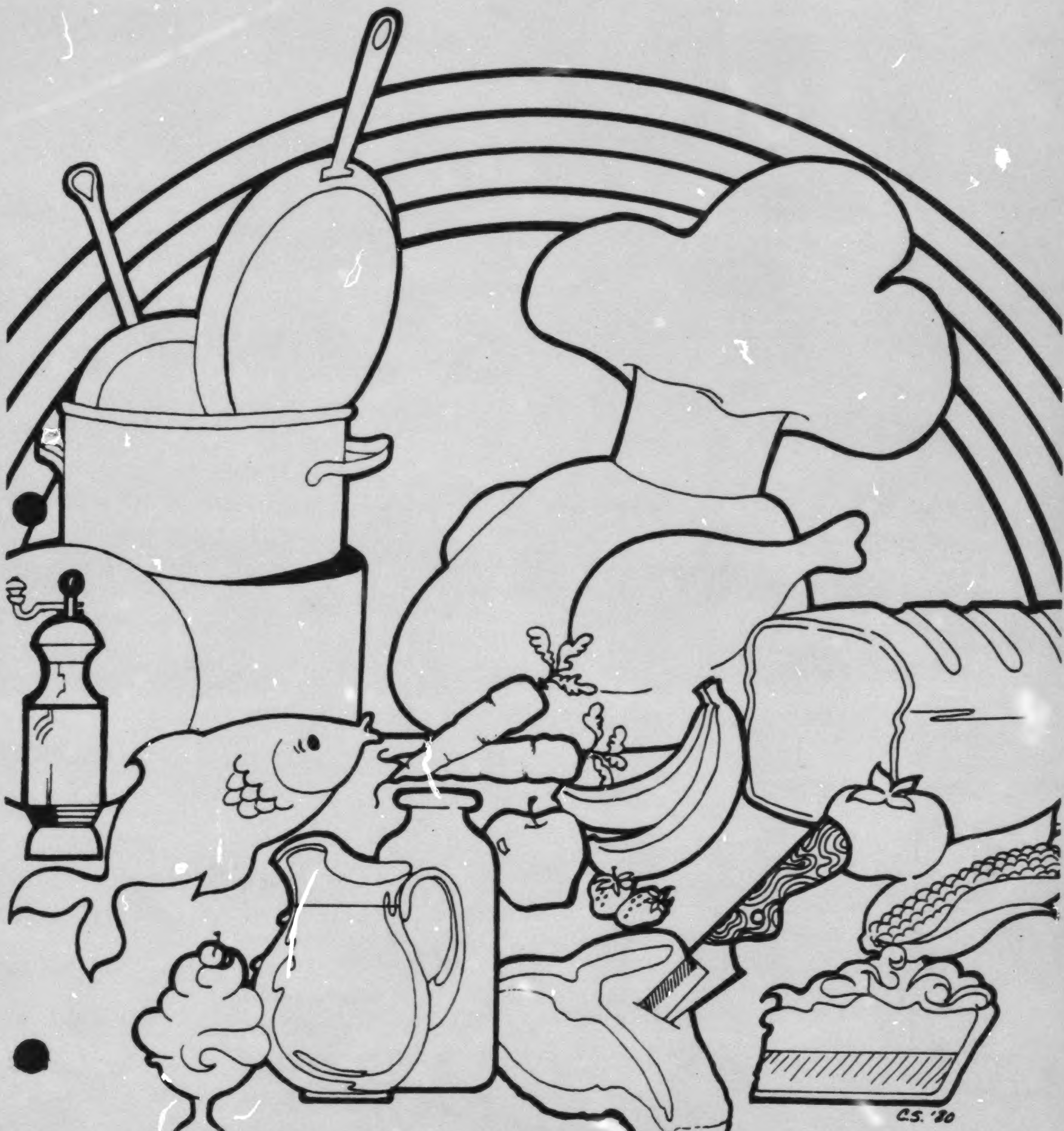


Tennessee
State Department of Education
Div. of Vocational-Technical
Education
Nashville, TN 37219

CE 034 704

Food Service Worker

MODULE 18: HAND CUTLERY



HAND CUTLERY

Competence Area: E. Food Preparation

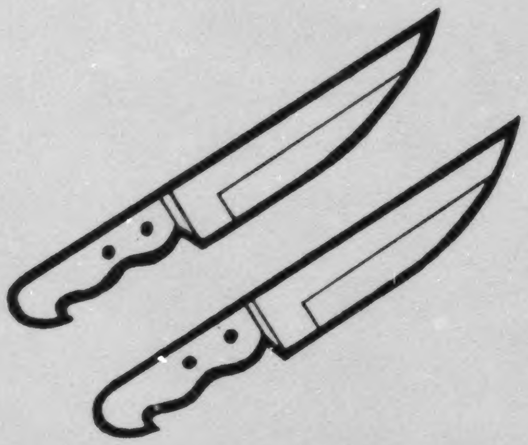
Competency Statement: 3.00 Cut With And Maintain Hand Cutlery

Level
Tasks: .01 Use hand cutlery-- Basic
.02 Sharpen and steel knives------------------------------------ Special

Specific Student Performances

1. Given various knives and food items, the student will select the appropriate knife and demonstrate types of cuts (mince, dice, cube, julienne, slice, pare) using the food items. The pieces will be cut evenly and of uniform size.
2. (Optional) Given necessary equipment, the student will demonstrate the correct use of a sharpening stone and steel in order to achieve a high quality grind.

Prerequisites: Modules #1- 4, 10, 12- 15



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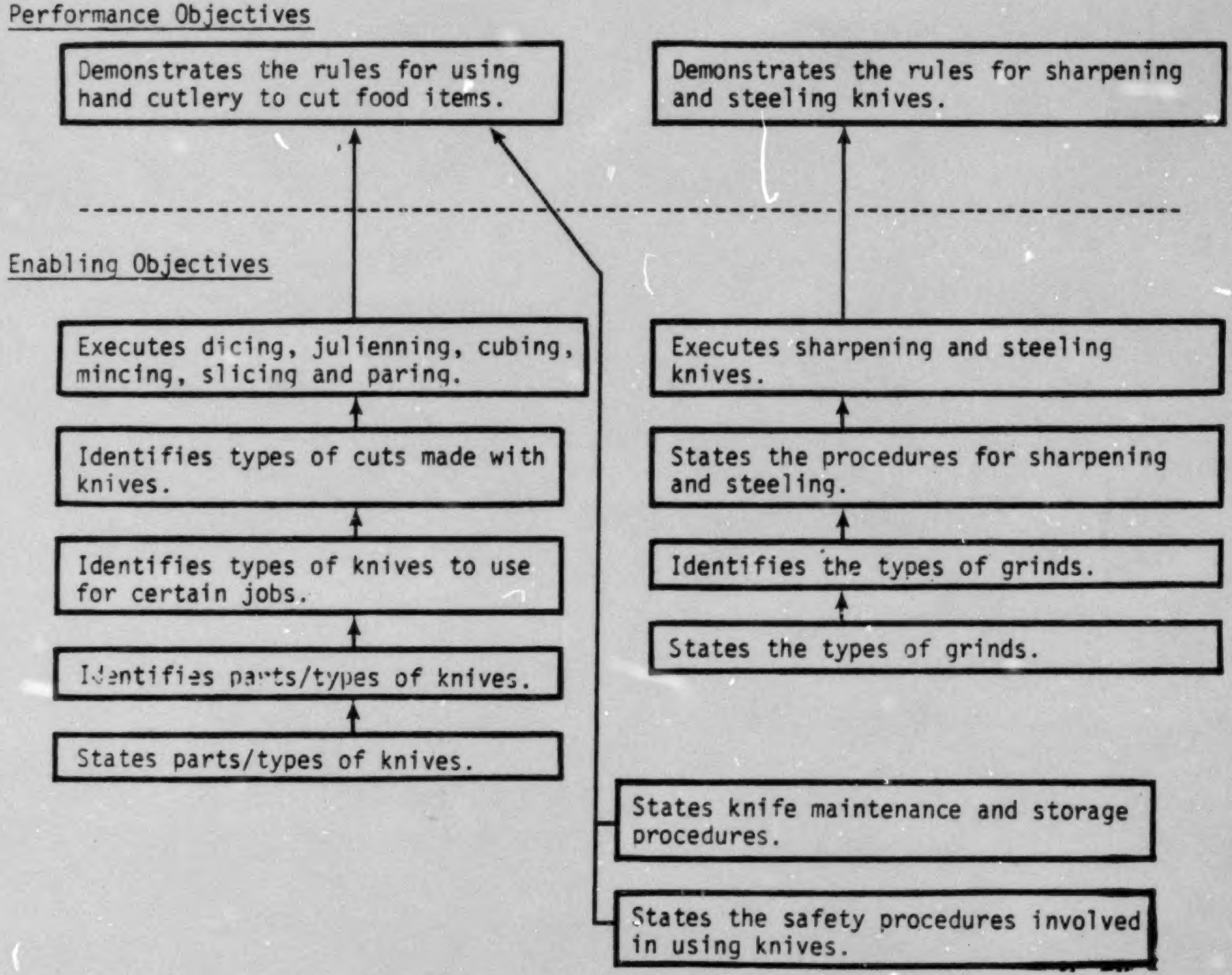
LEARNING HIERARCHY

Specific Student Performances

1. Given various knives and food items, the student will select the appropriate knife and demonstrate types of cuts (mince, dice, cube, julienne, slice, pare) using the food items. The pieces will be cut evenly and of uniform size.

2. (Optional) Given necessary equipment, the student will demonstrate the correct use of a sharpening stone and steel in order to achieve a high quality grind.



Performance Objectives

Demonstrates the rules for using hand cutlery to cut food items.

Demonstrates the rules for sharpening and steeling knives.

Enabling Objectives

Executes dicing, julienning, cubing, mincing, slicing and paring.

Identifies types of cuts made with knives.

Identifies types of knives to use for certain jobs.

Identifies parts/types of knives.

States parts/types of knives.

Executes sharpening and steeling knives.

States the procedures for sharpening and steeling.

Identifies the types of grinds.

States the types of grinds.

States knife maintenance and storage procedures.

States the safety procedures involved in using knives.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read directions and objectives for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Complete activity #1.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

*(NOTE: The following section is designed for students that you feel should complete the special task to sharpen and steel knives.)

12. Read and study information sheet #3.
13. Complete worksheet #3. Consumable.
14. Complete activity #2.
15. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce the concept, set up a hand cutlery display.
2. Go over objectives, directions, and vocabulary with group.
3. Use a transparency to show the parts of a knife. Discuss.
4. Using cardboard or other heavy-duty material, have students construct each of the knives presented in information sheet #1. Develop a skit with the names and functions.
5. Direct students to complete worksheet #1. Collect and evaluate.
6. Discuss the different safety rules to follow when using knives. Have students find knives in the laboratory and tell how they were stored.
7. Discuss proper holding of knives and the various cuts possible. Give a teacher demonstration to illustrate.
8. Direct students to complete worksheet #2 and activity #1. Evaluate the cuts and holding techniques of each student.
9. Direct students to complete post-test. Collect and evaluate.
10. Direct students, when ready, to request final checkout performance evaluation.
11. Discuss knives on display as to type of grind and information sheet #3.
12. Demonstrate proper procedure for sharpening and steeling a dull knive. Show a dull vs. sharp knife in cutting a food item.
13. Direct students to complete activity #2, optional. Evaluate.
14. Direct students, when ready, to request final checkout performance evaluation, optional.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

- a. Butterick Kitchen Equipment Handbook.
- b. Elements Of Food Production And Baking, 1978 edition.
- c. Exploring Professional Cooking, 1980 edition.
- d. Food Service Careers, 1979 edition.

II. Audio-Visual Aids

a. Slides - Kitchen Tools And Utensils
(From Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538)

b. Filmstrips- All About Knives And Carving
(From Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538)
- Food Service Skills And Equipment: Knives, Utensils, And Measuring Devices
(From Prentice-Hall Media, Inc, 150 White Plains Road, Tarrytown, NY 10591)
- All About Knives
(From Eastman Kodak Co., Informational Films Division, 343 State Street, Rochester, NY 14650)
- Kitchen Tools: Knives
(From Career Aids, Inc., 8950 Lurline Avenue, Dept V14, Chatsworth, CA 91311)

C. Posters - Small Wonders In The Kitchen, Rubbermaid

III. Activities

1. Develop a Bingo game using "KNIF-O" as the title. Play by the rules of BINGO. Cards should have names of knives on them; and when the teacher calls off a description of a knife, the student covers corresponding name with a marker. Student shouts KNIF-O when a line is filled. Center space is free.

2. Invite a butcher or chef to demonstrate the proper technique of sharpening/steeling.

3. Have students compile a knife manual by obtaining illustrations of different knives and writing a brief summary of the uses of each.

PRE-TEST

Use Hand Cutlery

Directions: Read the following statements carefully. If the statement is true, write "true" in the blanks provided. If false, write "false."

_____ 1. The knife edge is the top part of the blade which does not cut.

_____ 2. The butt of the knife is the end of the blade.

_____ 3. To dice means to cut a food item into small cubes.

_____ 4. To julienne means to cut a food item into strips.

_____ 5. A meat cleaver is used to carve meat.

_____ 6. A citrus knife is used to core lettuce.

_____ 7. The French chef's knife has many purposes such as, dicing and/or chopping fruits and vegetables.

_____ 8. One should store knives standing up or in a special knife rack.

_____ 9. A dull knife is safer than a sharp knife.

_____10. Cutting food into various shapes adds eye appeal and variety to meals.

_____11. To cut food safely, the knife blade should slant straight down toward the table.

_____12. When holding a knife correctly, your fingers should follow the curve of the handle.

_____13. To clean a knife properly and safely, place the knife blade in a doubled towel and push away from your hand.

_____14. As cooking time is shortened, vitamins, nutrients, flavor and working time are saved.

_____15. Carry a knife with point up, down is too dangerous for you and others.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluations with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Complete activity #1.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

(*NOTE: Ask your instructor if you should complete the special task section to sharpen and steel knives.)

10. Read and study information sheet #3.
11. Complete worksheet #3.
12. Complete activity #2.
13. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Cutting - The breaking down process that makes food more manageable or tender and reduces cooking time.
2. Cutlery - Any tool used in cutting food items.
3. Grind - Finished edge of a knife.
4. Regrinding - To resharpen the edge of a knife to its original shape.
5. Serrated - A knife grind with a teeth-like edge.
6. Steeling - Process of reshaping a knife by brushing the blade against a steel rod.
7. Whetstone - Stone used to make knife edges sharp.

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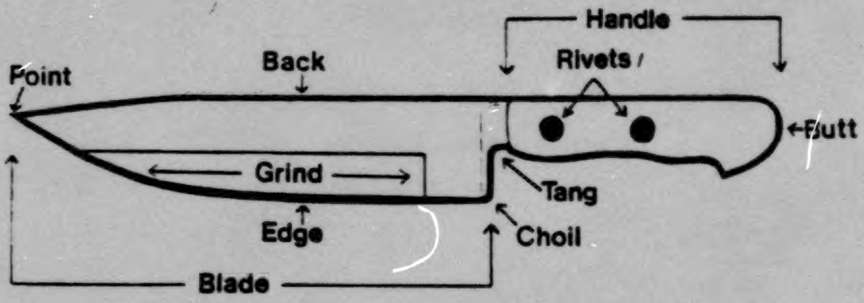
#1 INFORMATION SHEET

Have you ever wondered what the most important tool in the kitchen is? Other than hands, it's the knife. The knife makes it possible for the cook or chef to change the shape of food by cutting. Without the knife, food would have to be broken into many odd shapes, whereas the knife makes it possible to have cuts of the same size. On the pages to follow, keep a "sharp" lookout for clues as to how to recognize different knives; how to hold a knife properly; and how to make different cuts with knives. Knives are not only a useful tool, but with careless use, can be quite dangerous.

Parts of a Knife

The knife is basically composed of a handle and a blade, with several parts within each of those sections. Study the diagram below to familiarize yourself with the name and location of the various parts.

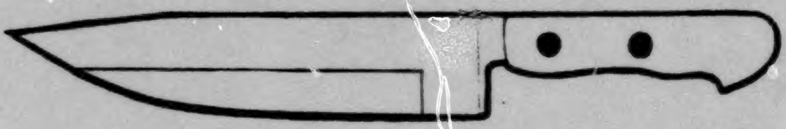


1. Back - Top part of the blade that is not sharp and is usually straight.
2. Blade - The part used to cut; contains the sharp point.
3. Butt - The end of the handle (may be straight or rounded).
4. Choil - Rounded side of the blade.
5. Edge - Bottom part of the blade that cuts.
6. Grind - Finished shape of the knife edge.
7. Handle - Used to hold knife with; usually wooden.
8. Point - The end of the knife blade.
9. Rivets - Metal fasteners that hold the handle together.
10. Tang - Part of the blade that is attached to the handle.

INFORMATION SHEET #1 (Continued)

Types Of Knives

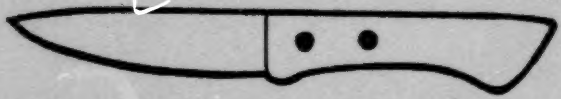
French Chef Knife



blade is 6-14 inches long, used for:

- -dicing fruits and vegetables
- -chopping nuts, raisins, etc.
- -dicing cooked meat
- -cutting bread for stuffing
- -preparing potatoes for french fries, hash browns, scallops
- -chopping greens

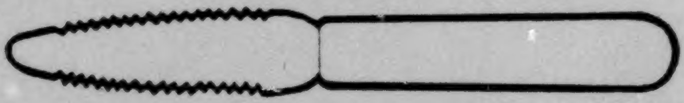
Paring Knife



blade is only 3½ to 4½ inches long, used for:

- -paring fruits and vegetables
- -removing roots and stems from vegetables
- -pitting fruit
- -seeding and skinning grapes
- -making radish roses, celery curls, and pickle fans

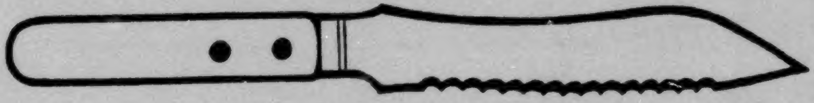
Citrus Knife



blade is 5½ to 6 inches long, used for:

- -coring lettuce
- -peeling fruits
- -sectioning fruits

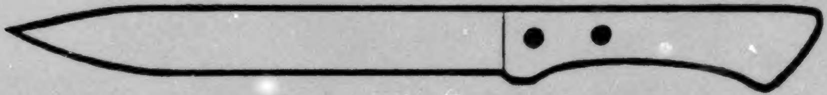
Bread Knife



blade is 9 inches long and has a serrated edge, used for:

-slicing bread
-slicing cakes, especially angel food cakes
-slicing pastries or bread dough that is baked

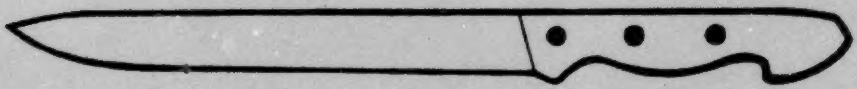
Carving Knife



has a blade that is pointed and 12 inches long, used for:

-carving all roasts with bones
-carving fowl
-cutting layer cake

Ham Slicer



blade is 10 to 16 inches long, used for:

-slicing tomatoes
-slicing lettuce wedges
-slicing roast or ham
-cutting cakes or sandwiches

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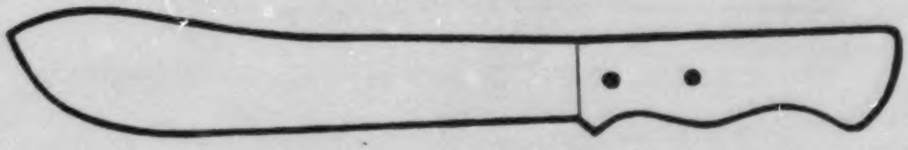
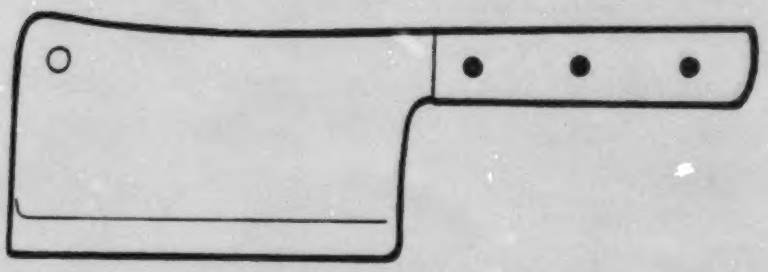
Butcher Knife



blade is 10 to 12 inches long and heavy, used for:

-cutting meats
-cutting fowl
-cutting large vegetables

Meat Cleaver



blade is 3½ to 6 inches wide or more, used for:

-chopping medium size bones
-cutting heavy cartilage

CONSUMABLE

WORKSHEET #1

I. In the space below, draw a knife and label all ten parts. Check your drawing by information sheet #1.

II. Match each type of knife below with the job it does by placing the letter of the correct knife in the blank beside each job. (NOTE! Letters may be used more than once.)

Description

_____ 1. Makes radish roses
_____ 2. Cuts raw meat
_____ 3. Slices cakes
_____ 4. Slices tomatoes
_____ 5. Dices fruits/vegetables
_____ 6. Chops nuts
_____ 7. Seeds grapes
_____ 8. Sections fruits
_____ 9. Chops bones
_____10. Slices roast

Knives

A. French Chef Knife
B. Paring Knife
C. Citrus Knife
D. Bread Knife
E. Carving Knife
F. Ham Slicer
G. Butcher Knife
H. Meat Cleaver

WORKSHEET

#2 INFORMATION SHEET

Safety Slices

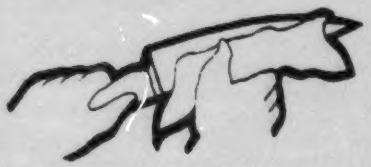
Now that you know the knives by their names and uses, let's learn how to use them safely. Below are safety rules that you need to know before you hold and use a knife.

RULES TO FOLLOW IN USING/STORING KNIVES:

1. Use correct knife for the right job, not just the first one you grab!
2. Cut on a cutting board, not counter top. You and the counter top are in danger!
3. Wash and wipe from back side, the front is the sharp one.
4. Wash all knifes together. Do not drop them into a sink of water for fingers to find. Never soak knives.
5. Carry a knife with point down, up is too dangerous for you and others.
6. Do not use a knife as a can opener, pencil sharpener, or scissors. Use the correct tool for the job.
7. A sharp knife is safer than a dull knife.
8. Store knives standing up, reaching in drawers to find a knife can be really dangerous.
9. Do not use knives around heat, the blade can be damaged.
10. The knife should be dry and clean when stored.

NOTE: Do not wash knives in an automatic dishwasher unless handles are specified by manufacturer as heat and moisture resistant!

Cleaning

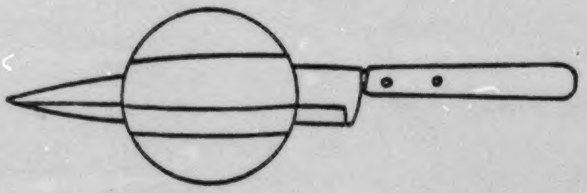


a. Cleaning the knife is very important. Use a doubled towel.

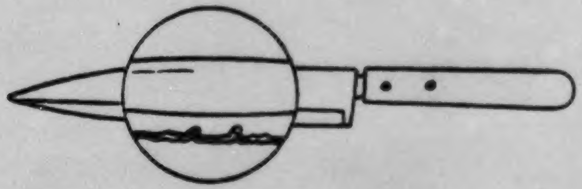
b. Place knife's back in the towel and make a swinging motion across the towel to clean blade. Use one hand to clean and one hand to hold the knife.

Maintenance

Because of their sharp edges, knives are washed and stored separately from other tools. Knives may become dull when allowed to rub against other tools in a drawer, so it is better to hang them on a separate rack whenever possible. If the knives must be stored in a drawer, the sharp edges should all lie in the same direction to keep them sharp and to reduce the possibility of accidental cuts. The pictures below show the ideal sharp knife and the overused dull knife.



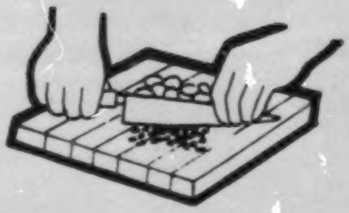
Sharp knife



Dull knife

How To Hold A Knife

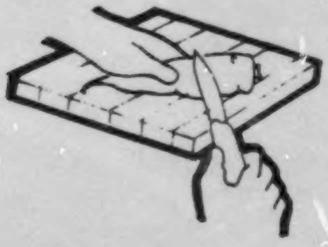
French Chef's Knife



a. Hold the handle between your thumb and fingers of your right hand. Let your fingers follow the curve of the handle.
b. Place the tip of the blade on the cutting board.
c. Place thumb and fingers of left hand on the tip of the blade.
d. Move the knife up and down in a rocking motion with your right hand. At the same time move the knife hack and forth from left to right.

NOTE: Chopping, dicing, and mincing require use of the chef's knife.

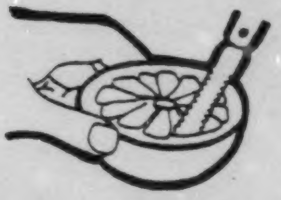
Paring Knife



a. Lay knife across fingers of right hand with cutting edge away from you. Let your fingers follow the curve of the handle.
b. Hold food in left hand.
c. Place thumb of the right hand gently against the food to be pared.
d. Make a cut through the skin of the food to be pared. Continue to cut a thin layer of the skin. Use your right thumb to move the food around until you have pared the entire surface.

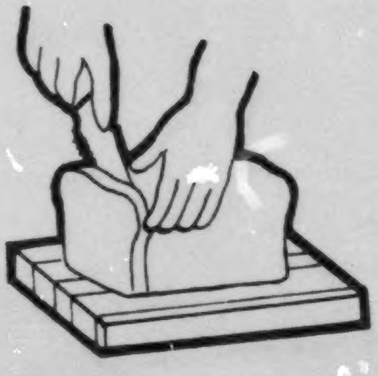
NOTE: Paring/peeling of fruits/vegetables require use of the paring knife.

Citrus Knife



a. Lay knife across fingers of right hand with cutting edge away from you - being careful of the blade because it is sharp on both sides. Let your fingers follow the curve of the handle.
b. Hold food in left hand.
c. Place thumb of left hand gently against the food to be pared or sectioned.
d. Make a cut through the skin of the food to be pared or sectioned. Continue to cut through. Use your right thumb to move the food around until you have pared or sectioned the entire food or citrus.

Bread Knife

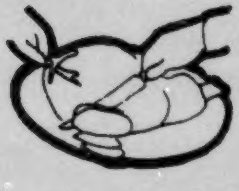


a. Hold the handle between your thumb and fingers of your right hand. Your fingers follow the curve of the handle.
b. Place portion of the blade nearest to handle on food to be cut.
c. Pull back on knife with a long sweeping stroke. At the same time, exert a gentle downward pressure.

Ham Slicer

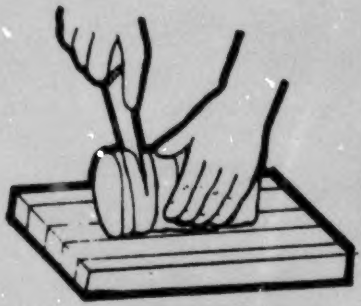
Follow the same procedure for the bread slicer above, except secure the food item with a fork in order to hold it down tightly.

Carving Knife



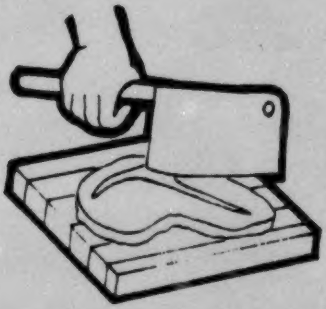
a. Hold the handle between your thumb and fingers of your right hand. Let you fingers follow the curve of the handle.
b. Hold carving fork in left hand in safe manner. Place fork in meat.
c. Place the part of the blade nearest the handle on the meat to be cut.
d. Pull back on knife. At same time press down firmly. Use a long sweeping stroke, instead of a sawing motion.
e. When cutting cake, use the same long sweeping stroke.

Butcher Knife



a. Hold the handle between your thumb and fingers of your right hand. Let your fingers follow the curve of the handle.
b. Place the part of the blade nearest the handle on the food to be cut.
c. Pull back on the knife. At the same time, press downward with a long, firm stroke.
d. NEVER cut through a bone with this knife.

Meat Cleaver



a. Used for hacking food (such as chicken) apart.
b. A swing-down motion is used with both hands curved around the handle.
c. Food to be chopped should be secured. Keep hands out of the way.

INFORMATION SHEET #2 (Continued)

Ways To Cut With A Knife

Cutting food is done for a purpose:

1. Various food sizes are reduced to the same size and shape to allow for a shorter cooking time.

c. As cooking time is shortened this allows the vitamins, nutrients, flavor, and working time to be saved.

3. Various shapes add to eye appeal and give the look of variety.

4. Eating and chewing is made easier by precutting.

The following terms (words) describe the shapes that food may be cut into.

Chop - To cut into pieces less than ½ inch in size.
Cube - To cut into squares from 1/8 inch to 1/2 inch in size.
Dice - To cut into very small cubes.
Julienne (joo-le-in) - To cut into strips. Size varies: strips may be 3/4 to 2 inches in length and 1/16 to 1/8 inches in width.
Mince - To cut or chop into very small pieces less than 1/8 inch in size.
Slice - To cut across the food item such as, a slice of carrot. No specific size.

CONSUMABLE

WORKSHEET #2

Directions: Match the name of the cuts on the right with each picture on the left. Place the correct letter in each blank.

Types of Cuts

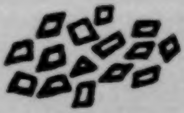
A. Julienne

B. Mince

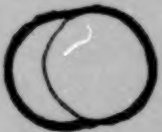
C. Cube/chop

D. Slice

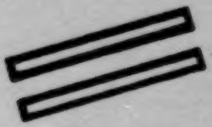
1. ____________________



2. ____________________



3. ____________________



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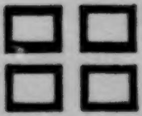


ACTIVITY #1

Directions: Collect the following supplies and practice cutting with a knife. Practice each of the six cuts present in this unit (mince, dice, cube, julienne, slice, pare). You may refer back to the information sheets for correct ways to hold the knife or recognize the cuts. Your instructor will evaluate your performance and final products.

Supplies	Equipment Needed
3 Potatoes	Cutting board
Towels	Chef's knife
	Paring knife
	Ham slicer
	Meat cleaver

(18) T.18
S.14

POST-TEST

Use Hand Cutlery

I. Match the knives in Column B with the correct jobs listed in Column A. Write the letters in the blanks provided.

Column A

_____ 1. Chops bones

_____ 2. Slices pastries

_____ 3. Cuts fowl

_____ 4. Dices fruits and vegetables

_____ 5. Sections fruits

Column B

A. Carving knife
B. Butcher knife
C. Meat cleaver
D. French chef's knife
E. Citrus knife
F. Bread knife
G. Paring knife
H. Ham slicer

II. Define briefly the words listed below.

1. handle -
2. julienne -
3. blade -
4. slice -
5. edge -

III. The following statements are DO'S and DON'TS for knife use and care. Write DO in the blank if the action is safe; write DON'T if it is unsafe.

__________ 1. Store knives separately so blades will not become dulled.

__________ 2. Use a wooden board when cutting food items.

__________ 3. Wash knives in the automatic dishwasher to sterilize them.

__________ 4. Soak knives before washing.

__________ 5. Cut with knife blade at an angle.

__________ 6. Wipe/clean knives from the front side.

__________ 7. Cut with short, quick strokes.

__________ 8. Use and store knives away from heat.

__________ 9. Hold a knife by the curve of the blade.

__________10. Carry a knife with the point down.

CONSUMABLE

FINAL CHECKOUT PERFORMANCE EVALUATION

Use Hand Cutlery

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student:	A	N	NA
1. Followed safety procedures			
2. Followed personal safety habits			
3. Followed sanitation techniques			
4. Displayed personal hygiene			
5. Cleaned work area			
6. Held knife properly when cutting			
7. Used proper cutting surface			
8. Held food item properly when cutting			
9. Cut food into pieces of uniform size and shape by:			
a. mincing			
b. dicing			
c. cubing			
d. julienning			
e. slicing			
f. paring			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

(18) T.20

FINAL PERFORMANCE CHECK

#3 INFORMATION SHEET

Grinds

The sharp edge of a knife is based upon the metal that makes up the blade. The most common metal used for knives is steel plus carbon. The mixture of carbon and steel plus heat (tempering process) creates a springy blade that will give when bent, if it is high quality.

The edge of the blade has a finished shape called the grind. The edge is ground until a certain shape is developed. Each type of shaped edge (grind) has a specific task or job it can do. The seven different types of grinds and their functions are:

1. Double edge - Serrated and straight for peeling and slicing.
2. Serrated - For slicing bread, cake and tomatoes.
3. Center Hollow Ground - For cutting cheese.
4. Hollow Ground - For slicing, paring, and peeling.
5. Half Taper Ground - For chopping vegetables, nutmeats, and raw meats.
6. Partially Serrated - For slicing poultry and ham.
7. Professional Edge - For carving roasts and hot meats.

Sharpening Procedures

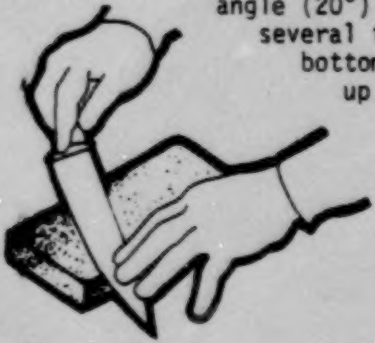
To achieve the best cut possible it is essential that knives be kept sharp. There are four methods for keeping knives sharp.

1. Take knives to a professional knife sharpener.
2. Grind knives yourself with an electric sharpener (expensive cutlery should not be sharpened by this method.)
3. Use a sharpening stone. This is a stone harder than the knife blade and used by rubbing the knife on it.
4. Use a sharpening honing steel. A honing steel is a steel rod, usually attached to a handle. The knife blade is rubbed along the rod to sharpen or finish its edge after using the stone.

(18) T.21
S.15

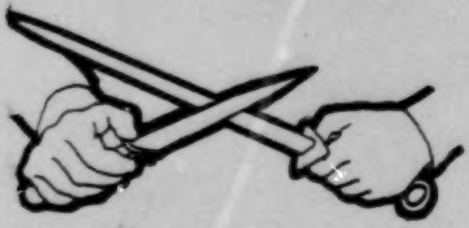
Sharpening Stone: (Whetstone) The finer grains will achieve a sharper or keen knife edge. The stone size should be 3½" x 8" x 1".

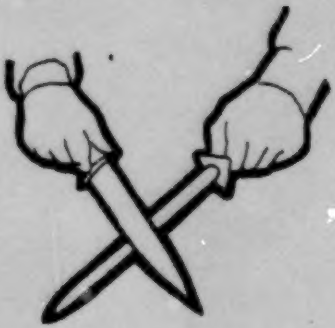
To Use: Place a drop of mineral oil on the stone. Pick up the knife to be sharpened in your right hand. Rest the two middle fingers of your left hand on the end of the blade and draw it back at a slight angle (20°) the length of the stone. Repeat this motion several times. Now turn the blade over and starting at the bottom corner of the stone, push it slowly and firmly up to the top of the stone. Check your edge and repeat if necessary. Keep the stone covered with a cloth in a drawer.



Sharpening Honing Steel: Metal sharpener on a handle; should be flat on one side in order for the whole blade to touch the steel.

To Use: Take the steel in your left hand and the knife in your right. (see picture on left, below). Stroke the knife away from your body the length of the steel on one side, covering the length of the blade. Repeat on the other side of the steel to cover the other side of the blade. Four to five strokes on each side are usually enough to get a sharp edge. It is a good idea to use the steel each time you use a knife, or at least weekly, to keep the edge of the blade in good alignment. (See picture on right, below).





CONSUMABLE

WORKSHEET #3

Directions: Match the knife grinds (edges) on the left with the correct knife grind "job descriptions" on the right. Write your answers in the blanks provided.

KNIFE GRINDS

_____ 1. Professional edge
_____ 2. Partially serrated edge
_____ 3. Center hollow ground
_____ 4. Double edge
_____ 5. Half taper ground
_____ 6. Hollow ground
_____ 7. Serrated

JOB DESCRIPTIONS

A. Serrated and straight for peeling/slicing.
B. For slicing poultry and ham.
C. For chopping cooked meats.
D. For cutting cheese.
E. For carving roasts.
F. For slicing bread and cakes.
G. For paring/peeling.
H. For chopping vegetables.

ACTIVITY #2 (Optional)

Directions: To practice sharpening/steeling techniques, obtain two dull knives from your instructor. Sharpen one using a sharpening stone and the other using the steel. After sharpening and steeling, practice cutting on a food item to determine the sharpness or dullness of your knife.

Equipment Needed:

Sharpening stone
Sharpening - Honing Steel
Mineral oil
Dull knives
Towels
Food Item (carrot, potato, sweet potato, etc.)

(18) T.23
S.17

FINAL CHECKOUT PERFORMANCE EVALUATION

Sharpen And Steel Knives

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student:	A	N
1. Followed safety procedures.		
2. Followed personal safety habits.		
3. Followed sanitation techniques.		
4. Displayed personal hygiene.		
5. Cleaned work area.		
6. Held knife at constant 20° angle.		
7. Made strokes on each side of blade in equal number and of equal pressure.		
8. Used featherlike stroke, evenly & consistently.		
*9. Knife free of burns when held up to the light.		
*10. Knife cuts with ease or little pressure.		

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) False, (2) False, (3) True, (4) True. (5) False, (6) True, (7) True (8) True, (9) False, (10) True, (11) False, (12) True, (13) True, (14) True, (15) False

WORKSHEET #1

I. See information sheet #1

II. (1) B, (2) G, (3) D, (4) F, (5) A, (6) A, (7) B, (8) C (9) H, (10) E

WORKSHEET #2

(1) B, (2) D, (3) A, (4) C

POST-TEST

I. (1) C, (2) F, (3) B, (4) D, (5) E

II. (1) Used to hold knife with; usually wooden.
(2) To cut into strips.
(3) The part used to cut; contains the sharp point.
(4) To cut across a food item.
(5) Bottom part of the blade that cuts.

III. (1) DO, (2) DO, (3) DON'T, (4) DON'T, (5) DO, (6) DON'T, (7) DON'T, (8) DO, (9) DON'T, (10) DO

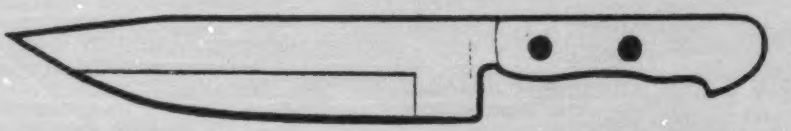
WORKSHEET #3

(1) E, (2) B, (3) D, (4) A, (5) H, (6) G, (7) F

TRANSPARENCY
MASTER

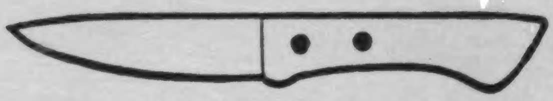
RESOURCE ITEM

HAND CUTLERY



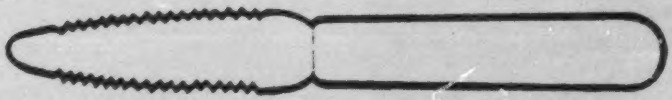
French Chef's Knife

The most often used piece of hand cutlery with blade lengths of 8, 10 and 12 inches. It is used for slicing, chopping, mincing and dicing.



Paring Knife

A short, pointed blade knife, 2½ to 3½ inches long, used for paring fruits and vegetables. Point is used to remove eyes and blemishes in fruits and vegetables.



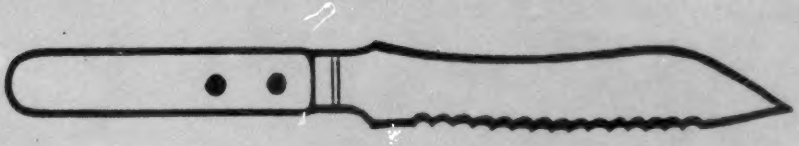
Citrus Knife

A short, double-sided blade knife, 5½ to 6 inches long, with teeth-like edges. It is used to core lettuce and peel/section fruits.

(18) T.26

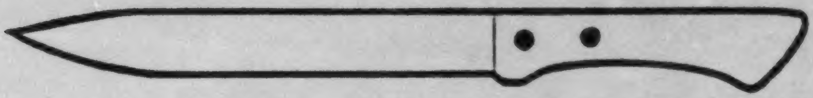
RESOURCE ITEM

HAND CUTLERY (Continued)



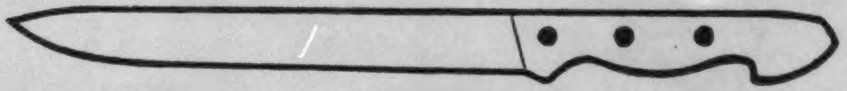
Bread Knife

A curved-back blade knife, about 9 inches long, with one serrated edge. It is used for slicing bread, cakes and pastries.



Carving Knife

A sharp-pointed blade knife, 12 inches long, used in carving roasts, fowl and layer cakes.



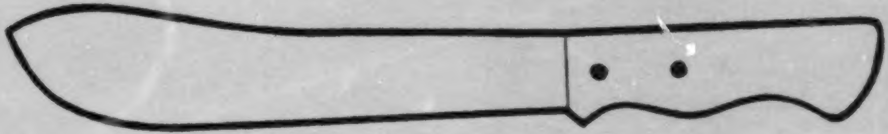
Ham Slicer

A long narrow, flexible blade knife about 12 inches long so named because it is used to slice ham. Also used to slice tomatoes and lettuce wedges.

(18) T.27

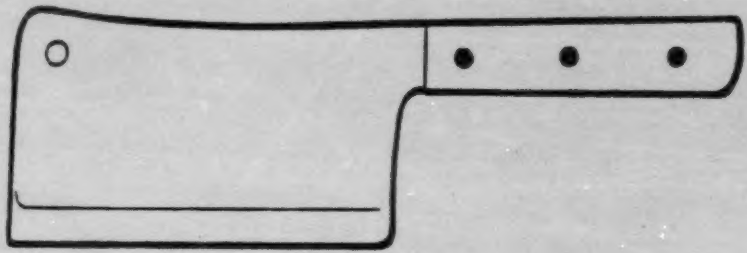
RESOURCE ITEM

HAND CUTLERY (Continued)



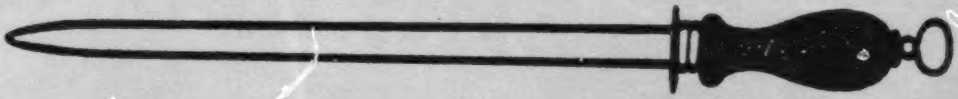
Butcher Knife

A slightly curved, pointed, heavy blade knife used in sectioning raw, carcass meat and cutting steaks.



Meat Cleaver

An extra wide, square-nosed knife used to chop through medium bone and heavy cartilage, such as the backbone structure of chops.



Butcher's Steel

A round steel rod, approximately 1½ feet long with a wooden handle, used to maintain an edge on knives.

RESOURCE ITEM

Case Studies

Kitchen Knives

In 1979, the U.S. Consumer Product Safety Commission estimated that more than 137,000 people were treated in hospital emergency rooms for injuries associated with kitchen knives. The majority of these injuries were cuts on fingers, hands, and arms which may have been avoided. Here are some typical accident patterns: (after each of the following examples, write the correct procedures that should have been used to avoid each accident. Discuss with class.)

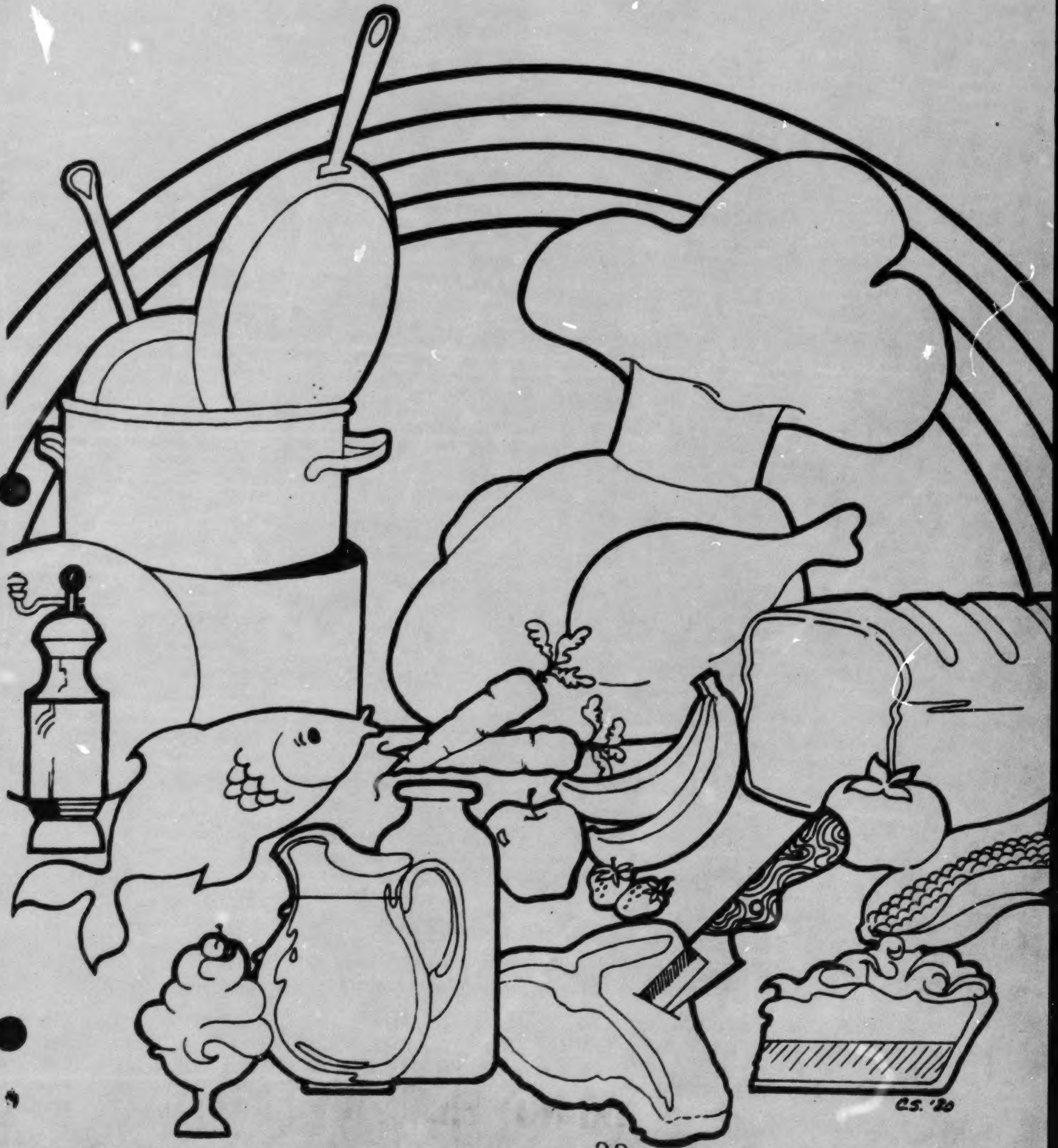
Example #1: Ann was drying a bread knife as she thought about her date the next evening. The knife dropped out of her hands, and she reached to catch it. Ann received a severe cut across three fingers which required numerous stitches at the local hospital emergency room.

Example #2: Danny was slicing ham with a dull-bladed ham slicer. Holding the meat in one hand and the knife in the other, he cut through the meat toward his hand as the knife slipped and cut his thumb. The cut severed a blood vessel and he was rushed to the hospital emergency room for surgery.

Example #3: Gerald tried unsuccessfully to cut a frozen roast with a twelve-inch butcher knife. Becoming frustrated, he tried to whack the roast apart, but instead brought the knife down on his fingers. The cut required surgery and 2-3 weeks to heal.

Food Service Worker

MODULE 19: BEVERAGES



BEVERAGES

Competence Area: F. Food Preparation

Competency Statement: 1.00 Prepare beverages

			Level
Tasks:	.01	Brew coffee	Basic
	.02	Prepare tea	Basic
	.03	Prepare hot cocoa	Basic
	.04	Prepare and portion fruit beverages	Basic
	.05	Portion soft drinks	Basic

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare/portion at least two beverages (coffee, tea, or fruit beverages). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18

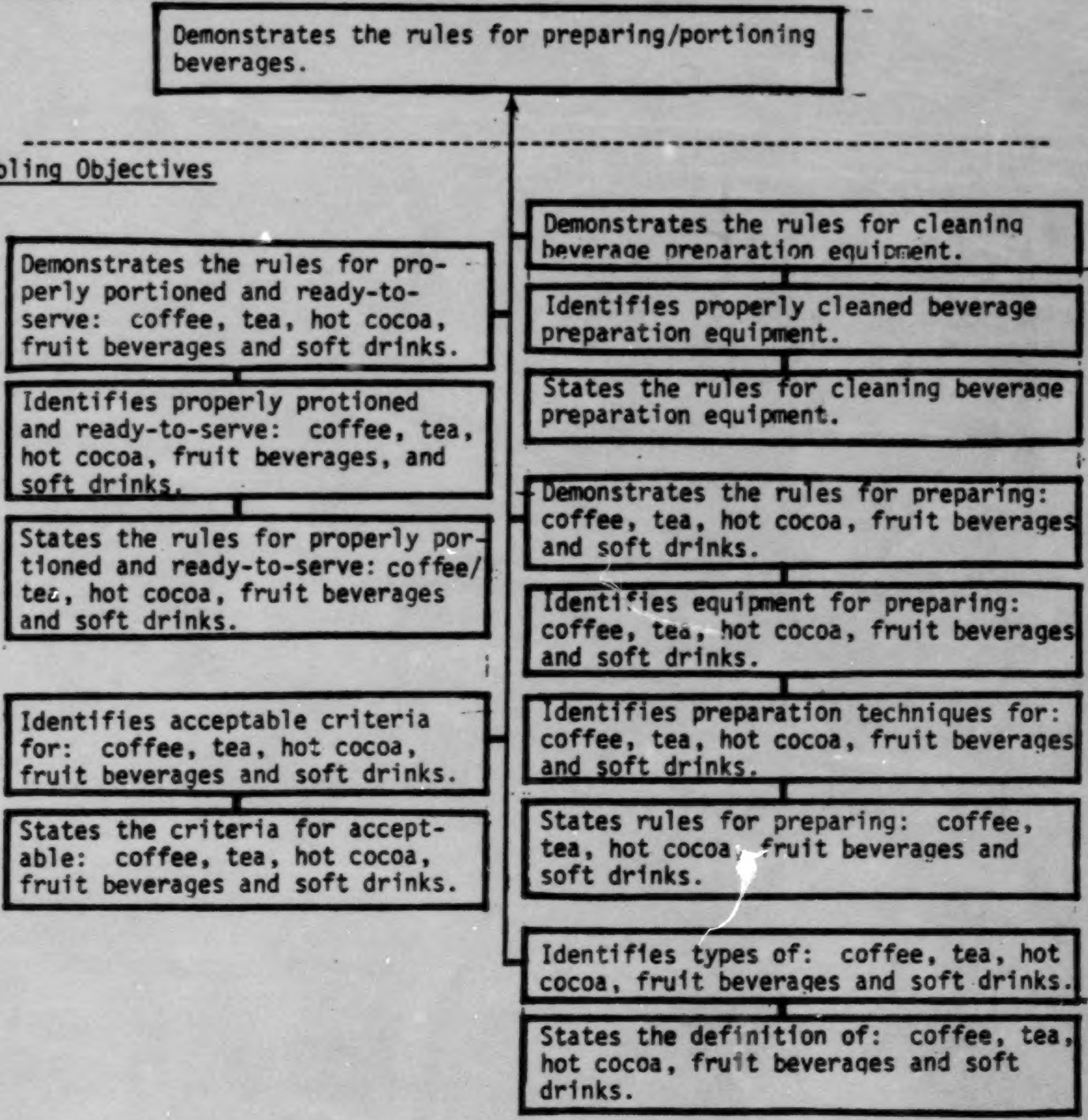
(19) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare/portion at least two beverages (coffee, tea, or fruit beverages). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing/portioning beverages.

Enabling Objectives

Demonstrates the rules for properly portioned and ready-to-serve: coffee, tea, hot cocoa, fruit beverages and soft drinks.

Identifies properly protioned and ready-to-serve: coffee, tea, hot cocoa, fruit beverages, and soft drinks.

States the rules for properly portioned and ready-to-serve: coffee/tea, hot cocoa, fruit beverages and soft drinks.

Identifies acceptable criteria for: coffee, tea, hot cocoa, fruit beverages and soft drinks.

States the criteria for acceptable: coffee, tea, hot cocoa, fruit beverages and soft drinks.

Demonstrates the rules for cleaning beverage preparation equipment.

Identifies properly cleaned beverage preparation equipment.

States the rules for cleaning beverage preparation equipment.

Demonstrates the rules for preparing: coffee, tea, hot cocoa, fruit beverages and soft drinks.

Identifies equipment for preparing: coffee, tea, hot cocoa, fruit beverages and soft drinks.

Identifies preparation techniques for: coffee, tea, hot cocoa, fruit beverages and soft drinks.

States rules for preparing: coffee, tea, hot cocoa, fruit beverages and soft drinks.

Identifies types of: coffee, tea, hot cocoa, fruit beverages and soft drinks.

States the definition of: coffee, tea, hot cocoa, fruit beverages and soft drinks.

(19) T.2

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheets #1-3.
5. Complete worksheets #1 and #2.
6. Complete activities #1 and #2.
7. Read and study information sheet #4.
8. Complete activity #3. "Pouring Beverages."
9. Complete worksheet #3: "Serving Beverages." Consumable.
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test to introduce the concept, optional.
2. Go over objectives and vocabulary words with group.
3. Divide students into groups. Assign each group a beverage. Have students use the suggested readings or other information sources to prepare reports on each beverage. Let students present information to class. Follow up with any additional needed information.
4. Using activities #1 - 3, let students demonstrate the preparation and portioning of beverages assigned to them and to the cleaning of all equipment used.
5. Have students practice preparing all beverages
6. Direct each student to complete worksheets #1-3. Collect and discuss.
7. Direct each student to complete post-test. Collect and evaluate.
8. Turn completed work in to instructor.
9. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Food Service Careers, 1979 edition.
   b. Exploring Professional Cooking, 1980 edition.

PROCESS SHEET (Continued)

c. The Hospitality Industry, McGraw-Hill Company.
d. Elements of Food Production and Baking, 1978 edition.

II. Audio-Visual Aids

a. Filmstrips - The Story of Modern Coffee
(From VEC, Madison, Wisconsin, #1548)
- Keeping Food Fit: Milk and Beverages
(From Tupperware Educational Service, Orlando, FL)
- The Magnificant Morsel Museum
(From The Nestle Company, Inc.)
- Commercial Equipment: Slicers, Servers, & Coffee Makers
(From Career Aids, Inc., 8950 Lurline Ave., Dept. V14, Chatsworth, CA 91311)

b. Transparencies - Food Basics: Beverages
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

III. Activities

1. Demonstrate the effects of boiling coffee, tea and milk. Have students taste and compare to properly prepared beverages.
2. Prepare hot cocoa using a variety of milk forms. Compare cost, preparation time and flavor of each.
3. Prepare poster demonstrating the preparation techniques of each beverage discussed in module.
4. Have students prepare checkoff sheets for use when cleaning various beverage-making equipment.
5. Prepare bulletin board illustrating various beverages used in food service establishments.
6. Ask a representative from a soft drink supplier to demonstrate the use of fountain soft drink dispensers using pressurized tanks of syrup and CO_2.
7. Demonstrate the effects of improperly carbonated soft drinks. Have students taste and compare.

PRE-TEST

Prepare Beverages

Directions: Read the following statements. If the statement is true, write a "T" in the blank provided. If the statement is false, write "F" in the blank.

_____ 1. Coffee makers should be cleaned after each use.

_____ 2. Coffee is boiled to produce its true flavor.

_____ 3. Urn coffee makers are designed to prepare small amounts of coffee.

_____ 4. Water is stored in a coffee urn when it is not in use.

_____ 5. A vacuum is created in a vacuum coffee maker by reducing the heat.

_____ 6. Coffee should be held at 185°F until served.

_____ 7. Coffee is of good serving quality for three hours after it is prepared.

_____ 8. Coffee and tea for iced beverages should be stronger than hot coffee or tea.

_____ 9. Tea is prepared by soaking the tea beans in almost-boiling water.

_____10. When preparing hot tea or coffee, start with cold water.

_____11. Hot chocolate and hot cocoa are actually two names for the same beverage.

_____12. Instant hot cocoa mix is combined with hot milk before serving.

_____13. Nectar is another name for fruit juice.

_____14. Most soft drinks served in food service establishments are portioned from glass bottles.

_____15. Carbon dioxide is the ingredient in soft drinks that makes them taste bubbly.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheets #1 - 3.
3. Complete worksheets #1 and #2.
4. Complete activities #1 and #2.
5. Read and study information sheet #4.
6. Complete activity #3.
7. Complete worksheet #3.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, additional work may need to be planned.

VOCABULARY

1. Decanter - Type of coffee pot.

2. Evaporated - Removed.

3. Percolator - Type of coffee pot (small).

4. Perforated - Filled with holes.

5. Pureed - Strained; liquefied.

6. Urn - Type of coffee pot (large).

7. Vacuum - Having all the air removed.

#1 INFORMATION SHEET

Beverages are an important part of any meal. They are used to satisfy a natural thirst that occurs when eating. Beverages can make the difference in an acceptable meal and an unacceptable one. Since at least part of a beverage is the last thing a customer consumes, it makes a lasting impression. The taste of a poor quality beverage can be strong enough to make a customer forget about the wonderful food just eaten.

Just as important as the preparation of these beverages, is the proper care of the equipment used to make them. If not cleaned properly, beverage deposits build up in the machines. These deposits may produce foul odors and bad-tasting beverages.

Types of Beverages

COFFEE is the beverage prepared from the seeds of the coffee tree. These seeds are called coffee beans. Brewing is the term used to describe the method of preparing coffee. It refers to mixing ground coffee with almost-boiling water so the water absorbs the flavor from the ground beans.

Types of Coffee

1. Ground Coffee - Coffee beans which have been roasted and broken up (ground) into very small pieces.
2. Instant Coffee - A very strong brew of coffee that has had all of the water evaporated from it.
3. Freeze-dried Coffee - A type of instant coffee. The coffee crystals are much larger than regular instant coffee crystals.
4. Frozen Coffee Concentrate - Very strong liquid coffee that has had 90% of the water removed from it. Water must be added to make the coffee regular strength.
5. Decaffeinated Coffee - Coffee that has had more than 95% of the caffeine removed from it. Caffeine is the substance in coffee that gives the drink a stimulating effect. Decaffeinated coffee has a slightly different taste than that of regular coffee. It is also more expensive. This coffee is available in ground and instant forms. Individual packets of the instant form are popular in food service establishments.

INFORMATION SHEET #1 (Continued)

Tips for Preparing Coffee

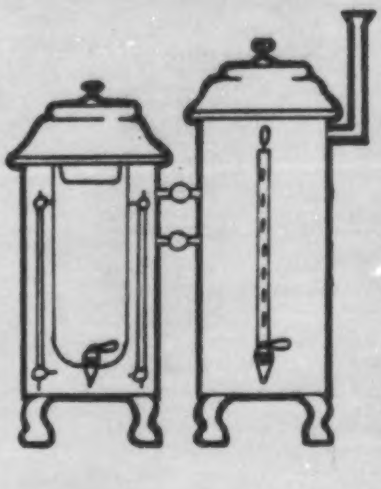
1. Use fresh, high quality coffee grounds - preferably not more than one week old. Store opened packages in freezer or refrigerator.
2. Use clean equipment. Follow manufacturer's cleaning directions for each type of coffee maker. Some cleaning should be done after each use. Fat-like substances in coffee can build up inside coffee makers. When not cleaned properly, dirty machines will produce coffee that has a greasy film floating on it and a bad taste.
3. Use correct amounts of water and coffee grounds. Measure freshly run cold water in measuring cups. Weigh coffee, if premeasured packets are not used. Accuracy is important! Allow two tablespoons for each cut of water OR one pound of coffee for every two to two and one-half gallons of water.
4. Use proper water temperature. Coffee should be prepared with water that is slightly below the boiling point (about 205°F). Never allow coffee to boil. Boiling will make coffee bitter.
5. Use proper timing. The amount of time that coffee grounds and water are mixed is very short. Most coffee makers control this timing automatically. The approximate brewing times for each grind of coffee are:
    - Fine grind - 1 to 3 minutes
    - Drip grind - 4 to 6 minutes
    - Regular grind 6 to 8 minutes*

   Once the brewing is complete, coffee should be held at no more than 185°F.
6. Use correct coffee maker for amount of coffee to be prepared. Coffee flavor will be best when enough is prepared to fill coffee maker at least 1/2 to 2/3 full, if not completely full.

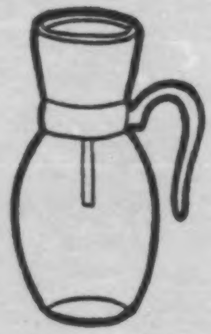
*NOTE: The correct grind of coffee should be chosen for the type of coffee maker used!

Preparation Equipment

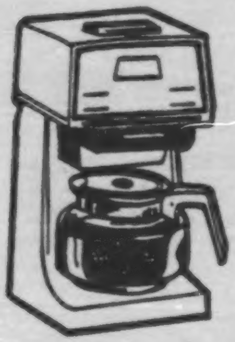
1. Urn coffee makers are the most popular coffee makers used when large quantities of coffee are needed at one time. Up to 125 gallons of coffee may be prepared in urn coffee makers. Urn coffee makers use drip grind coffee.



2. Vacuum coffee makers are the most popular coffee makers used for preparing small amounts of coffee. They can prepare one-half gallon (10-12 cups) of coffee at a time. Vacuum coffee makers use fine grind coffee.



3. Automatic drip coffee makers are a newer version of coffee maker designed for brewing small amounts of coffee. Their use is becoming more popular in the food service industry. Automatic drip coffee makers use drip grind coffee.



Steps for Using Urn Coffee Maker

1. Rinse urn thoroughly with hot water.
2. Fill urn with fresh, cold water and heat to boiling.
3. Insert clean filter. (Filters may be paper, cloth, perforated plates or wire screens).
4. Pour correct amount of dry coffee into filter. Spread evenly.
5. Allow steam pressure to force hot water over dry coffee through nozzle head. Watch gauge to determine amount of water being added.
6. Hold temperature at 185°F for amount of time required for coffee to brew.
7. Remove bag of grounds from urn, dump grounds immediately, wash bag thoroughly, and soak in cold water.
8. For an even blend, release a gallon of coffee from the urn and pour it back through top of urn.
9. Check temperature gauge again, and maintain a temperature of 185°F until coffee is served.

INFORMATION SHEET #1 (Continued)

After each use, follow these cleaning guidelines:

1. Brush inside walls well, using hot water. Rinse urn until hot water runs clean and clear. Rinse inside of cover.
2. Unscrew top of glass gauge, brush, and rinse.
3. Remove and clean cap at end of faucet; scrub pipe leading from center of urn. If faucet has no caps, take it apart. Scrub spigot and rinse thoroughly with hot water.
4. Place several gallons of fresh water in urn; leave cover slightly ajar.
5. Empty and rinse urn before using.

Steps for Using Vacuum Coffee Maker

1. Fill lower bowl (may be glass or metal) with correct amount of fresh cold water. Place coffee maker on heat.
2. Rinse clean filter cloth in cold water; place cloth over filtering device in top bowl.
3. Pour measured coffee into top bowl.
4. When water begins to boil, place top bowl firmly into lower bowl, twisting top bowl slightly.
5. Allow water to be forced up into top bowl. Stir water in top bowl for 30 seconds. Allow water to contact coffee for 2 to 4 minutes.
6. Reduce heat to create vacuum in bottom bowl. The vacuum will pull the brewed coffee down through the filter.
7. Remove upper bowl and grounds when all coffee has filtered into lower bowl.
8. Leave lower bowl over heat to maintain 185^{0}F temperature until served.

Tips for cleaning vacuum coffee maker:

1. Clean after each use.
2. Use a brush to scrub all parts of top and lower bowl.
3. Rinse bowls, filter parts, and filter cloths thoroughly.
4. Keep filter cloth in cold water when cloth is not in use.
5. Twice a week soak all parts in a cleaner. Scrub and rinse until all coffee deposits are removed.
6. Clean hot plates used for holding the pots with a damp cloth and dry them.

Steps for Using Automatic Drip Coffee Maker

1. Place clean filter paper in top basket. Make sure filter is correctly in place.
2. Pour measured coffee into filter. Spread evenly.

3. Slide basket into place on coffee maker.
4. Set clean coffee decanter under basket.
5. Turn switch on. Water, from water line, will automatically heat and flow through the basket into the coffee decanter.
6. When water stops dripping from the basket, turn switch to "hold."
7. Leave coffee decanter on warming plate until served.
8. Do not leave empty coffee decanters on warming plates when heat is on. This will cause them to break.
9. Use only the paper filters recommended by the manufacturer.

Tips for cleaning automatic drip coffee makers:

1. Clean coffee decanters after each use.
2. Throw away used filters. Do not reuse them.
3. Clean warming plates with damp cloth and dry.
4. Once a week, clean spray disc under brewing head plate. Remove and soak overnight in regular urn cleaner. Rinse thoroughly and replace on coffee maker.

Note! Instructions have been included in this module for preparing coffee in an urn coffee maker, a vacuum coffee maker and an automatic drip coffee maker. Only general guidelines have been given. Operating manual for specific coffee makers in your training station should be read before you attempt to operate them.

Instant
Coffee

Other Coffee Preparations

1. Instant coffee is usually prepared by the cup.
   a. Open packet.
   b. Place coffee crystals in cup.
   c. Add enough boiling water to fill cup 3/4 full.
   d. Stir to dissolve all crystals.
   e. Serve immediately.

2. Iced coffee
   a. Prepare coffee by any of the preceding methods at 2 to 3 times regular strength.
   b. Fill a 10-or 12-oz. glass with ice.
   c. Add enough prepared coffee to fill glass 3/4 full.
   d. Serve with cream and sugar on an underliner.
   e. Coffee may be prepared ahead and allowed to cool before pouring over ice.

Serving Hot Coffee

-Cups may be preheated by rinsing in hot water before filling with coffee.
-Fill cups approximately 3/4 full.
-Add cream and sugar as customer desires.
-Serve coffee immediately after portioning.
-Refill cups as permitted by food service establishment's policy.

Properly prepared coffee should have these qualities:

- Beverage should be clear.
- It should have a pleasing coffee aroma.
- The flavor should be pleasing, not bitter.
- Coffee should be of proper temperature - hot or iced.

#2 INFORMATION SHEET

Types of Beverages (continued)

TEA is the beverage prepared from leaves of the tea bush. The term steeping is used to describe the method of preparing tea. It refers to soaking the leaves in almost-boiling water to remove the flavor from them.

Types of Tea

By slightly changing the way tea leaves are processed for use, three different types of teas may be produced. These include:

1. Green Tea - A mild flavored tea. It is made by drying the tea leaves while they are still green. Most tea drunk in the Orient is this type.
2. Black Tea - A stronger flavored tea. It is produced by allowing the leaves to ferment (or combine with air) before they are dried with heat. This causes the green leaves to turn black. Black tea is the most popular tea in the United States.
3. Oolong Tea - A type of tea half way between a green tea and a black tea. The leaves are allowed to partly ferment before being dried. They turn greenish-brown in color.

Forms on Market

1. Loose tea is sold by the pound. It may be packaged in boxes or bags.
2. Tea bags are made from special filter paper. Individual-sized bags hold one teaspoon of loose tea. They are popular for preparing hot tea by the cup. Institutional-sized bags are also available. They hold one ounce of loose tea.
3. Instant tea is a strong liquid tea that has had all the water removed. It will dissolve easily in water. The instant tea crystals may be packaged in a jar, a can or a paper packet. Instant tea is popular for preparing iced tea. It may be sweetened, unsweetened or flavored with lemon.
4. Special flavored teas are available in all three of the above forms of black tea. They have had dried flower blossoms or artificial flavorings added to give the tea a different flavor. Examples include jasmine, mint and berry teas.

INFORMATION SHEET #2 (Continued)

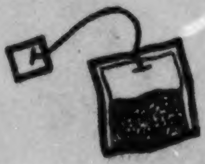
Tips for Preparing Tea

-Use good quality tea.
-Use freshly run cold water.
-Measure water and tea accurately.
-Use pre-heated containers when possible.
-China, glass, earthenware or enamel containers are best. Stainless steel may also be used.
-Store tea for iced drinks at room temperature until served.
-Cloudy tea may be cleared by adding a small amount of boiling water.
-Like coffee, prepared tea should not be boiled.

Preparing Hot Tea

By the cup:
-Rinse individual tea pot with hot water.
-Add tea to pot (1 tea bag, OR 1 tsp. loose tea, OR instant tea).
-Fill with boiling water (3/4 full).
-Serve immediately on underliner with pre-heated cup.
-Serve sugar, lemon, or cream as customer desires.

By the pot:
-Rinse tea pot with hot water.
-Add tea bags, or weighed loose tea, or measured instant tea.
-Fill with measured boiling water.
-Cover and time for 3 to 5 minutes.
-Remove tea bags or leaves.
-Serve.



Preparing Iced Tea

-Follow directions for preparing hot tea by the pot.
-Increase amount of dry tea used so that prepared beverage is 2 to 3 times its usual strength.
-Fill glasses with ice.
-Add enough tea to fill 3/4 full.
-Serve on underliner with lemon wedges.
-Rarely will a single serving of iced tea be prepared in food service establishments.

Other tea preparations

1. Instant Tea - Follow directions given on manufacturer's package.

(19) T.14
S.10

2. Tea Urns - Now used in many food service establishments. Powdered tea is automatically combined with freshly boiled water within the urn to prepare tea instantly. Cups or glasses are filled from a faucet on the front of the urn. Tea urns should be cleaned daily. (See use and care booklet provided by manufacturer of any tea-making equipment in your training station.)

Properly prepared tea should have these qualities:

- It should be clear and free of leaves.
- It should have a pleasing flavor, not bitter.
- It should be served at the proper temperature.

Hot Cocoa
Mix

HOT CHOCOLATE is the beverage prepared by heating milk, sugar and water with baking chocolate. HOT COCOA is the beverage prepared by heating milk, sugar and water with powdered cocoa. Both baking chocolate and powdered cocoa are produced from seeds (or beans) of the cacao tree.

Beverage Preparation

Both baking chocolate and cocoa may be used to prepare beverages. However, beverages made from cocoa are usually preferred over those made from baking chocolate. This is because of their lower fat content. For this reason, only the preparation of hot cocoa has been included in this module.

Steps for preparing:

- To prevent lumps, mix cocoa with sugar in a large saucepan, double-boiler, or steam kettle.
- Gradually stir in a small amount of hot water.
- Stirring constantly, boil for 2 minutes.
- Add milk and continue stirring. Reduce heat (milk should not boil).
- Cook mixture long enough to heat thoroughly.
- Remove from heat and stir in mixture.
- Beat with rotary beater or wire whisk until foamy.
- Serve immediately in preheated cups or mugs.
- Garnish with marshmallows or marshmallow cream.
- If not served immediately, hot cocoa may be held over a double-boiler or in a steam kettle without scorching.

Instant Cocoas

1. Powdered chocolate flavorings - a blend of cocoa, sugar and special flavorings that is prepared by mixing with milk. It dissolves easily in hot or cold milk.

INFORMATION SHEET #2 (Continued)

2. Hot cocoa mix - a blend of cocoa, sugar, dry milk solids, and special flavorings. It is prepared by adding boiling water.

Powdered chocolate flavoring and hot cocoa mix are sold by the pound. Individual serving size packets of hot cocoa mix are also available. These are popular for occasional servings of hot cocoa. (Check manufacturer's directions given on packages for preparation of these instant cocoas.)

Hot Cocoa Beverage Makers

Hot cocoa beverage makers are now popular in many food service establishments. These machines automatically combine instant cocoa mix with hot water at the touch of a lever/button. Portioning is also automatic since they release only a cupful at a time.

Hot cocoa beverage makers should be cleaned regularly. See manufacturer's instructions for further information.

Properly prepared hot cocoa should have these qualities:

- -Color should be deep brown.
- -Flavor should be sweet.
- -Beverage should be glossy and smooth.
- -There should not be any particles in bottom of cup.

#3 INFORMATION SHEET

Types of Beverages (Continued)

FRUIT JUICE - The liquid part of a fruit. When removed from the fruit, it may contain some fruit pulp. Fruit juice is available in fresh, canned and frozen forms. Canned juices may have sugar and vitamin C added, but never any water.

NECTAR - fruit juice combined with fruit pulp, water and a sweetener. It is usually thicker and sweeter than regular fruit juice.

FRUIT DRINK - a beverage with a fruit flavor. It may contain only a small amount of fruit juice, or no fruit juice at all. Most fruit drinks contain water, sweeteners and artificial colors and flavorings.

POWDERED FRUIT DRINK - fruit drink with all the water removed. It is a dry powder sold by the pound.

PUNCH - a mixture of two or more beverages. Most punches are combinations of fruit juices that may also contain water, sugar, fruit puree, or sherbet.

Uses

- Fruit juices, reconstituted frozen fruit juice concentrates, fruit drinks, and reconstituted powdered fruit drink may all be used as breakfast beverages.
- Fruit drinks may be served with lunch or used as a snack.
- Nectars are used as an ingredient in many punch recipes.
- Punch is usually served for special occasions or celebrations. It is considered a party beverage.

Preparation

1. Preparing fresh fruit juice in a juicer:
    - Position bowl or pitcher under juicer to catch juice.
    - If possible, use refrigerated fruit.
    - Cut fruit in halves or fourths.
    - Position cut piece of fruit in juicer.
    - Bring handle down and press firmly.
    - When juice stops flowing, remove fruit hull and repeat process.

-Portion in 4- or 5-oz. glasses and serve.
-Chill fruit juice if not served immediately, or refrigerate if fruit was not used.
-Store in closed container to prevent juice from absorbing other food odors.

2. Using canned fruit juices, fruit drinks and nectars

-Canned beverages may be chilled in original containers just before use.
-Wipe tops of cans with damp cloth before opening.
-Shake can to mix contents.
-Open and portion from cans or pour into pitchers.
-Serve chilled in 4- or 5-oz. glasses.
-Store opened cans in refrigerator; use within a few days.
-Store unopened cans for future use in cool, dry place.

3. Reconstituting frozen fruit juice concentrate

Orange Juice

-Thaw frozen concentrate slightly.
-Empty contents into blender.
-Add 1/3 of required water.
-Blend on low speed until smooth.
-Stir in remaining water.
-Place juice in pitcher or storage jar.
-Chill.
-Portion in 4- or 5-oz. glasses and serve.
-Most concentrates are mixed: one part concentrate to three parts water. Check specific directions for each brand given on containers. Some may vary.

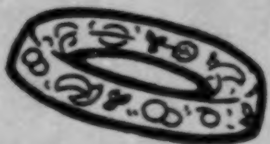
5. Reconstituting powdered fruit drink

-Place measured amount of powder in pitcher.
-Add measure cold water.
-Stir until all powder is dissolved.
-Chill.
-Portion in 4- or 5-oz. glasses and serve.
-Check directions given on containers for each brand for specific amounts of powder and water to be used.

6. Preparing punch

Cold
-Mix all juices in storage jars.
-Chill, allowing flavors to blend.
-Just before serving, place juices in serving containers (punch bowl or pitchers). Add any carbonated beverages (gingerale, etc.).

-Adding carbonated beverages too soon will produce a "flat" (tasteless) punch.
-Serve in 3- or 4-, or 5-oz. punch cups.
-May be garnished with sherbet or ice cream.



Ice ring for cold punch

-Slightly oil a ring mold.
-Place pieces of fruit or mint leaves in bottom of mold.
-Fill with prepared punch mixture or water.
-Freeze until solid. Prepare the day before serving, if possible.
-Unmold ring and place in punch, fruit side up.

Hot

-Mix fruit juices in large stock pot.
-Simmer with spices just long enough to blend flavors.
-Portion in mugs.
-Garnish with cinnamon sticks.
-Serve hot.

Special Tips

-With the exception of hot punch, all fruit beverages should be served chilled.
-Beverage glasses may be chilled by placing them (empty) on trays in the freezer for a few hours or overnight.
-Lemon juice has the ability to improve the flavor of many fruit juices. It may be common ingredient of many punch recipes.
-Common fruit juice flavors include: apple, grapefruit, orange, pineapple and tomato.
-Glasses of fruit beverages may be garnished with lemon or orange slices, fresh strawberries, maraschino cherries or mint sprigs.

Properly prepared fruit beverages should have these qualities:

-Flavor is distinct and of proper strength.
-Color is pleasing and true.
-Beverage has smooth texture.
-Beverage is served chilled.
-Hot punch is served hot.

(19) T.19
S.15

SOFT DRINKS are mixtures of specialty flavored syrups, carbon dioxide (CO_2) and water. The term carbonated is used to describe soft drinks. It refers to the fact that they contain carbon dioxide (CO_2). This is the ingredient in soft drinks that makes them fizz and have a bubbly taste. When soft drinks are allowed to sit in open containers, the carbon dioxide will disappear. This produces a very undesirable "flat-tasting" beverage.

Soft Drink Dispensers

Most soft drinks sold in food service establishments are portioned from soft drink fountain dispensers, rather than from bottles and cans. There are two basic types of these dispensers: (1) pre-mix machines and (2) post-mix machines.

Pre-mix machines use soft drinks that are already mixed and ready to use. The soft drink is poured in large quantities into storage tanks on the dispenser. It is then portioned through dispenser heads on the front of the unit.

Post-mix machines mix concentrated soft drink syrup with CO_2 and water as the beverage is portioned. Each dispenser head on a post-mix machine is connected to a water line and to a metal tank of soft drink syrup. The syrup tanks are connected to tanks of CO_2 which carbonate the beverage. As the syrup, water, and CO_2 flow through the soft drink dispenser, they are refrigerated. The final mixed beverage has a temperature of 32°F when if flows out of the dispenser.

Soft Drink Syrups

Soft drink syrups are concentrated. This means that water must be added for the beverage to be of proper strength. In their concentrated form, soft drink syrups are very sweet. Different flavorings are added to different syrup mixtures to produce different brands of soft drinks.

Soft drink syrups are packaged in 5-gallon metal tanks. Each tank is pressurized and has two hoses connected to the top of it. One hose runs from the syrup tank to the soft drink dispenser. The second hose runs from the syrup tank to a pressurized can of CO_2. Pressure from the CO_2 tank forces the CO_2 into the syrup tank. The combined CO_2 and syrup are then pushed through the hose to the soft drink dispenser. As the syrup comes through the dispenser, it is mixed with water. The water thins the syrup to its proper strength.

Soft drink syrup, water and CO_2 must be mixed in correct amounts for the beverage to have a pleasant taste. When in proper working order, fountain beverage dispensers will mix the correct amounts automatically. (Notify your supervisor if customers complain about the taste of their soft drinks!)

When syrup has been used in a tank, the tank must be disconnected from the hoses. A full tank must be connected in its place. It may be your duty as a food service employee to perform this task. If so, you will be given further training by your employer or training station supervisor. No worker should ever attempt the task without having been trained for the job.

Care of Machines

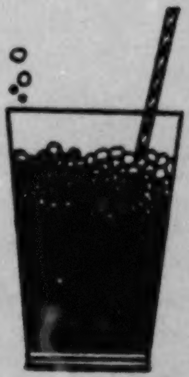
- -Soak plastic covers on dispenser heads overnight in mild cleaning solution.
- -Wipe off all outer surfaces of dispenser unit using a soft cloth and a mild detergent. Never use an abrasive cleaner.
- -If small hole where syrup comes through becomes clogged, use a toothpick to clean it.

Serving Soft Drinks

- -Fill the glass with ice.
- -Fill with soft drink. Use glass to press lever under dispenser head that releases beverage.
- -Wipe off any spills on outside of glass.
- -Serve immediately, with a straw.

A properly prepared/portioned soft drink should have these qualities:

- -It should be well-iced.
- -Glass should be approximately 3/4 full.
- -It should have adequate "fizz."
- -It should be of pleasing color and taste.



CONSUMABLE

WORKSHEET #1

Directions: Fill in the blanks with terms used in this module that complete each definition.

1. Soaking tea leaves in almost boiling water to extract the flavor is called ____________.

2. ______________ is the beverage prepared by heating milk, sugar and water with baking chocolate.

3. ________________ is the liquid part of a fruit.

4. ________________ is fruit juice with fruit pulp, water and sweetener added.

5. ________________ is the beverage prepared by heating milk, sugar and water with powdered cocoa.

6. Mixing coffee grounds with almost boiling water to extract the flavor is called ___________________.

7. _________________ is a mixture of two or more beverages, usually containing fruit juices.

8. _________________ is sweetened water that is artificially colored and flavored that may or may not contain fruit juices.

9. __________________ is the ingredient in soft drinks that makes them taste bubbly.

10. __________________ coffee has had more than 95% of the caffeine removed from it.

11. Fruit juice that is frozen and had part of its natural water removed is called ____________________.

12. __________________ are mixtures of specifically flavored syrups, water and CO_2.

CONSUMABLE

WORKSHEET #2

Directions: Listed below are the directions for preparing four different beverages. The steps for each have been scrambled. Number the steps in the correct order in the spaces provided.

I. Coffee in Coffee Urn

_____ Insert clean filter
_____ Remove coffee grounds
_____ Rinse urn with hot water
_____ Soak filter
_____ Add coffee grounds
_____ Fill urn with cold water
_____ Hold prepared coffee at 185°F
_____ Draw off one gallon of coffee and pour through top of urn

II. Hot Tea by the Pot

_____ Remove tea bags with hot water
_____ Rinse pot with hot water
_____ Fill with boiling water
_____ Add tea
_____ Time for 3 to 5 minutes
_____ Cover pot

III. Hot Cocoa

_____ Stir in vanilla
_____ Add milk and heat thoroughly
_____ Mix cocoa with sugar
_____ Reduce heat
_____ Stir in hot water and boil
_____ Remove from heat
_____ Beat with rotary beater or wire whisk
_____ Serve

IV. Cold Punch

_____ Add carbonated beverages
_____ Chill
_____ Pour in serving containers
_____ Mix fruit juices
_____ Serve

#4 INFORMATION SHEET

Pouring Beverages

1. Gather all supplies before beginning to pour beverages.
2. Place cups/glasses on trays before filling beverage.
3. When used, place ice in glasses with tongs or scoop. Do not use bare hands to touch ice.
4. Wash all tops of canned or bottled beverages before opening.
5. Using a pitcher, pour beverages into appropriate glasses/cups.
6. Fill cup/glasses approximately 3/4 full.
7. Avoid pouring beverage on outside of cup/glass.
8. Wipe up spills with clean, damp cloth.
9. For restaurant service use:
    a. 10-12 oz. glass for iced tea, large cola, lemonade
    b. 8-oz. glass for water, small cola, milk
    c. 4-5 oz. glass for juice
    d. China cup or mug with handle OR disposable insulated cup for hot beverages.

ACTIVITY #3

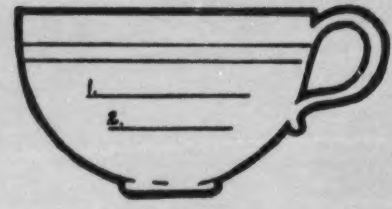
I. Prepare one tray of cups/glasses for each of the following:
    (1) hot coffee
    (2) iced tea or large cola
    (3) fruit juice
    (4) water or milk

II. Using water as a substitute, practice pouring beverages from a pitcher or coffee decanter.

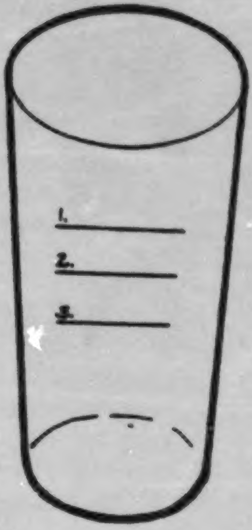
CONSUMABLE

WORKSHEET #3

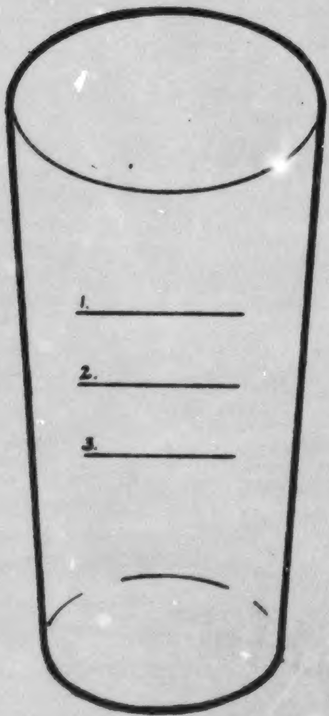
Directions: Fill the service containers shown below with the correct beverages served in each. Write the names of the beverages in the blanks provided.



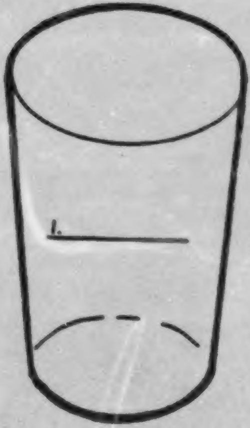
Cup or mug



8 ozs.



10-12 ozs.



4-5 ozs.

WORKSHEET

ACTIVITY #1

Directions: Prepare at least one recipe of coffee or hot tea as directed in any standardized quantity foods recipe (see for example, Coffee or Hot Tea in Food for Fifty). Your instructor will evaluate your performance and final product(s).

ACTIVITY #2

Directions: Prepare at least one recipe of iced tea or fruit beverage as directed in any standardized quantity foods recipe (see for example, Iced Tea or Lemonade in Food for Fifty). Your instructor will evaluate your performance and final product(s).

CONSUMABLE

POST-TEST

Prepare Beverages

Directions: Read through each statement below carefully. Choose the answer that best completes each statement. Write the correct answer in the blanks provided.

_____ 1. Iced tea and iced coffee should be served in:
a. a cup and saucer
b. 5 oz. glass
c. 8 oz. glass
d. 12 oz. galss

_____ 2. The grind of coffee used in a coffee urn is:
a. regular
b. drip
c. fine
d. urn

_____ 3. Mixing coffee grounds with very hot water is called:
a. brewing
b. steeping
c. boiling
d. vacuum

_____ 4. A coffee urn is cleaned:
a. after each use
b. one a day
c. once a week
d. once a month

_____ 5. A coffee urn is cleaned by:
a. boiling soda water in it
b. rinsing it with bleach water
c. scrubing the inside with a brush
d. scouring it with steel wool

_____ 6. In a vacuum coffee maker the water is mixed with the coffee grounds by:
a. pouring the water over the grounds
b. allowing the water to boil
c. pouring the grounds into the water
d. dipping filter bag of grounds into water.

_____ 7. If not cleaned properly, beverage makers will:
a. make a bad tasting beverage
b. rust
c. stop working
d. none of these

_____ 8. Tea and coffee for iced beverages should be _________ strength of hot tea or coffee.
a. 1/2
b. twice
c. four times
d. the same

POST-TEST (Continued)

_____ 9. Soaking tea leaves in very hot water is called:
a. brewing c. boiling
b. steeping d. vacuum drip

_____10. Properly prepared tea should be:
a. cloudy c. carbonated
b. glossy d. clear

_____11. Hot cocoa is prepared from:
a. baking chocolate c. powdered cocoa
b. cocoa butter d. oolong

_____12. The recommended method for preheating cups or mugs is:
a. place them under a broiler
b. set them on top of the range
c. dip them in boiling water
d. rinse them under hot water from the faucet

_____13. Fruit drinks contain:
a. large amounts of fruit juice c. no fruit juice
b. small amounts of fruit juice d. either c or b

_____14. Carbonated beverages should be added to punch mixtures:
a. first c. just before serving
b. before chilling d. before freezing

_____15. The ingredient in soft drinks that makes them bubbly is:
a. carbon dioxide c. syrup
b. water d. sugar

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Beverages

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	Coffee or Hot Tea			Iced Tea or Fruit Beverage		
I. Performance	A	N	NA	A	N	NA
-Followed safety procedures						
-Followed personal safety procedures.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area and equipment properly.						
II. Product						
-Is at proper temperature.						
-Is the proper color.						
-Is glossy and smooth.						
-Has a pleasing aroma.						
-Has a pleasing, not bitter flavor.						
-Is the proper strength.						
-Cups/glasses are 3/4 full.						

FINAL PERFORMANCE CHECK ✓✓✓

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) T, (2) F, (3) F, (4) T, (5) T, (6) T, (7) F, (8)T, (9) F, (10) T, (11) F, (12) F, (13) F, (14) F, (15) F

WORKSHEET #1

(1) steeping, (2) hot chocolate, (3) juice, (4) nectar, (5) hot cocoa, (6) brewing, (7) punch, (8) fruit drink, (9) carbon dioxide, (10) decafeinated, (11) concentrated, (12) soft drinks

WORKSHEET #2

I. 3, 6, 1, 7, 4, 2, 5, 8, 9

II. 6, 1, 3, 2, 5, 4

III. 6, 4, 1, 3, 2, 5, 7, 8

IV. 4, 2, 3, 1, 5

WORKSHEET #3

Cup or mug - 1. Coffee/tea
  2. punch

8-oz glass - 1. milk
  2. small soft drink
  3. water

10-12 oz. glass - 1. iced tea
  2. lemonade
  3. large soft drink

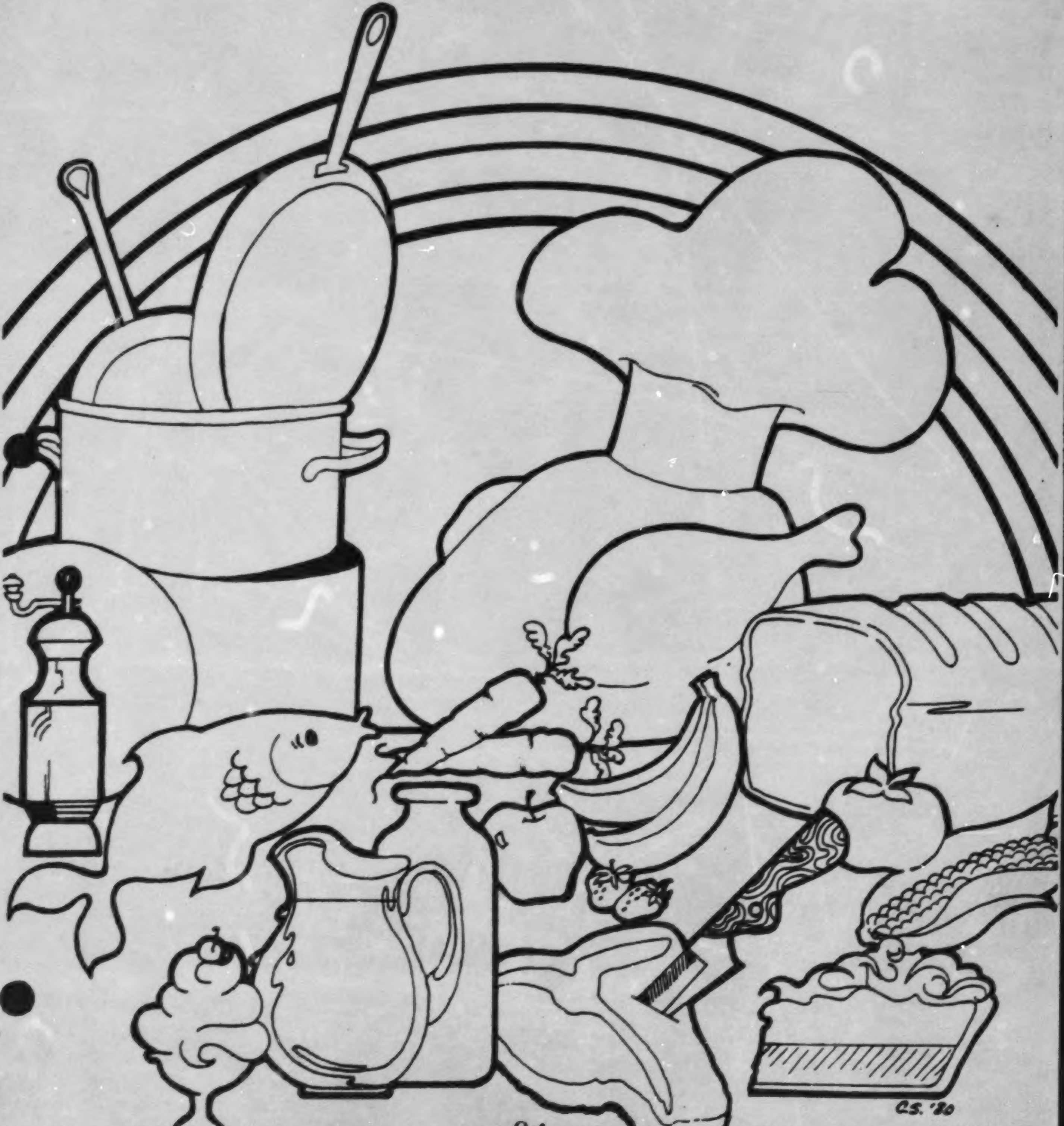
4-5 oz. glass - 1. juice

POST-TEST

(1) d, (2) b, (3) a, (4) a, (5) c, (6) b, (7) a, (8) b, (9) b, (10) d, (11) c, (12) d, (13) d, (14) c, (15) a

Food Service Worker

MODULE 20: BREAKFAST ITEMS



BREAKFAST ITEMS

Competence Area: F. Food Preparation

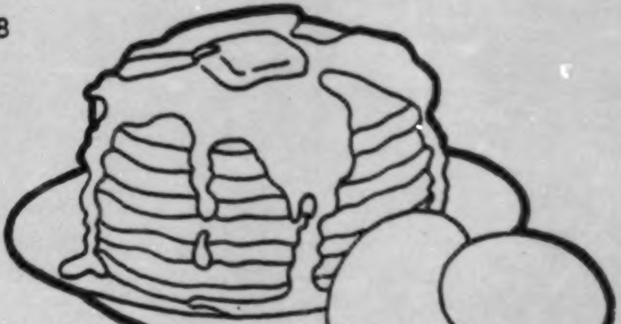
Competency Statement: 2.00 Prepare Breakfast Items

			Level
Tasks:	.01	Prepare eggs for breakfast---------------------------	Special
		a. cooked in shell	
		b. fried	
		c. poached	
		d. baked	
		e. scrambled	
		f. omelet	
	.02	Prepare breakfast quickbreads-----------------------	Special
		a. waffles	
		b. pancakes	
		c. French toast	

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare eggs by at least three methods (cooked in shell, fried, poached, baked, scrambled, omelet) and will prepare one breakfast quickbread (pancakes, waffles, French toast). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18

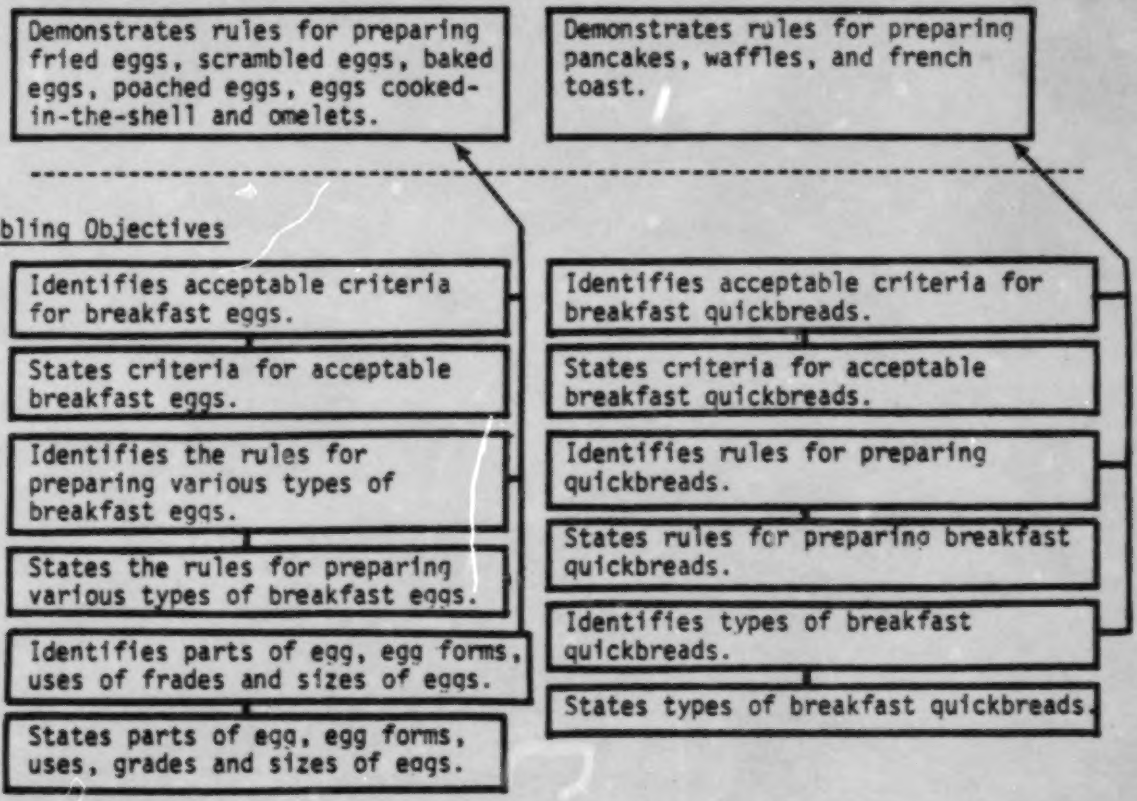


(20) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and the necessary supplies, the student will prepare eggs by six methods (fried, scrambled, poached, baked, cooked-in-the-shell, omelets) and will prepare three breakfast quickbreads (pancakes, waffles, french toast). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.



Performance Objectives

Demonstrates rules for preparing fried eggs, scrambled eggs, baked eggs, poached eggs, eggs cooked-in-the-shell and omelets.

Demonstrates rules for preparing pancakes, waffles, and french toast.

Enabling Objectives

Identifies acceptable criteria for breakfast eggs.

States criteria for acceptable breakfast eggs.

Identifies the rules for preparing various types of breakfast eggs.

States the rules for preparing various types of breakfast eggs.

Identifies parts of egg, egg forms, uses of frades and sizes of eggs.

States parts of egg, egg forms, uses, grades and sizes of eggs.

Identifies acceptable criteria for breakfast quickbreads.

States criteria for acceptable breakfast quickbreads.

Identifies rules for preparing quickbreads.

States rules for preparing breakfast quickbreads.

Identifies types of breakfast quickbreads.

States types of breakfast quickbreads.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Complete activity #1.
9. Read and study information sheet #3.
10. Complete activity #2.
11. Request post-test from instructor - complete. Consumable.
12. Turn completed work in to instructor.
13. Request final checkout performance evaluations from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Complete pre-test, optional.
2. Go over objectives and vocabulary words with group.
3. Divide class into groups. Using textbooks (from suggested readings if possible), have students gather information on topics given in information sheets. Let students report to class.
4. Direct each student to complete worksheets #1 and #2. Collect and discuss.
5. Plan group laboratory activities using activities #1 and #2. Evaluate using checklists provided.
6. Direct each student to complete post-test. Collect and evaluate.
7. Direct students, when ready, to request final checkout performance evaluations.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Exploring Professional Cooking, 1980 edition.
   b. Food Service Careers, 1979 edition.
   c. Elements of Food Production and Baking, 1978 edition.
   d. Breakfast Cooking, Cahners Books.

II. Audio-Visual Aids

a. Filmstrips - Batter Breads
(From General Mills, Inc., 9200 Wayzata Blvd., Minneapolis, MN 55426)
- Griddle And Short Order Cookery
(From National Educational Media, Inc)
- Food Services: Baking and Breakfast Cookery
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
- How to Buy Eggs
(From National Livestock and Meat Board, Chicago, IL 60611)

b. Filmloops - Pancakes
(From McGraw-Hill)

c. Transparencies - Eggs
(From Visual Products Division, 3M Company, Box 3100-A, St. Paul, MN 55101)
- Food Basics: Eggs and Cheese
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

III. Activities

1. Have students prepare posters on uses of eggs or methods of preparation.
2. Allow a few eggs to stand at room temperature for a day or two. Check and compare quality with that of fresh eggs.
3. Compare eggs of different sizes by weighing a dozen of each and/or by cracking and measuring.
4. Prepare scrambled eggs using fresh, frozen and dried eggs. Compare the appearance, flavor and ease of preparation.
5. Hold a pancake breakfast as a money-making project for HERO.
6. Have student research the purpose of each ingredient in pancakes and waffles.
7. Complete "Do You Remember" (see resource item).
8. View transparency: "Basic Ingredients" (see resource item).

CONSUMABLE

PRE-TEST

Prepare Breakfast Items

Directions: Write "True" in the blank beside each statement that is true. Write "False" beside each statement that is false.

____ 1. Eggs should be cooked at low temperatures only until done.
____ 2. Grade A eggs are best for general cooking or baking when appearance is not important.
____ 3. Sifting liquid ingredients together is the first step in preparing quickbreads.
____ 4. Soft-cooked eggs are peeled before serving.
____ 5. To cook eggs in the shell, let eggs stand in water that has been brought to a boil.
____ 6. Pancake and waffle batter should be smooth.
____ 7. French toast is prepared by dipping slices of bread in an egg mixture and grilling.
____ 8. The larger the egg, the higher the quality.
____ 9. When adding eggs to a mixture, break them directly into the mixture.
____ 10. Eggs thicken food, leaven baked products, and bind foods together.
____ 11. Poached eggs are cooked in liquid before being removed from the shell.
____ 12. When grilling, pancakes should be turned over before bubbles appear on the top surface.
____ 13. Soft-cooked eggs need to stand in cold water about 10 minutes to be done.
____ 14. Cooling hard-cooked eggs helps keep a dark surface from forming on the egg white.
____ 15. Quickbreads are prepared by the muffin method of mixing.
____ 16. Waffles and French toast should have a crisp crust.
____ 17. Eggs that are undercooked are tough and rubbery.
____ 18. When frying eggs, break them directly into the skillet to keep the yolk from breaking.
____ 19. Waffles should not be stacked when served.
____ 20. Place soft-cooked eggs in hot water for a few seconds to stop cooking.

STUDENT GUIDE SHEET

*Directions: To Student Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Complete activity #1.
7. Read and study information sheet #3.
8. Complete activity #2.
9. Request post-test from instructor - complete.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluations from instructor -complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Bain-marie - The method of cooking food in a water bath; container of food is placed in a shallow pan containing ½" of water.

2. Coagulate - To clot or set up; used to describe the cooking of egg white.

3. Entree - The main course of a meal.

4. Leaven - To cause to rise.

5. Ramekin - Baking dish for one individual portion.

6. Tunnels - Holes inside poorly made bread products.

7. Well - A hole made in dry ingredients.

#1 INFORMATION SHEET

The many good qualities of EGGS make them an outstanding food choice.

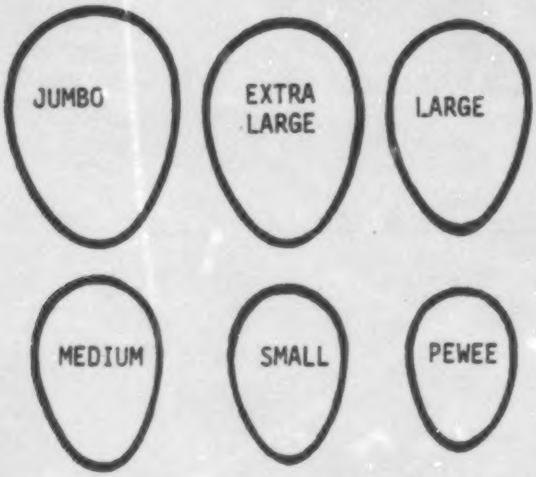
- *Eggs are low in cost.
- *Eggs are always available for use.
- *Eggs are a good source of protein for the diet.
- *Eggs may be served alone or in other foods.
- *Almost all the egg can be used.

All EGGS may be divided into groups:

(1) by size and
(2) by quality (or how fresh they are).

Egg Sizes

All eggs may be divided into six different sizes. The size is determined by how much a dozen of the same size eggs weigh. Eggs are grouped in this way because eggs are sold by weight. The smaller the egg, the cheaper the price. Most food service establishments buy medium, large or extra large eggs.



Size	Weight per dozen
Jumbo	- 30 ounces
Extra Large	- 27 to 29 ounces
Large	- 24 to 26 ounces
Medium	- 21 to 23 ounces
Small	- 18 to 20 ounces
Peewee	- 15 to 17 ounces

Egg Grades

Eggs are divided into groups called "grades" to show their quality or freshness.

Grade AA - Freshest eggs, highest quality.

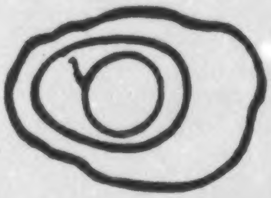
Grade A - Not as fresh as Grade AA.

Grade B - Good, but shells may have spots or tiny cracks.

A skilled food service worker should notice the grade label on egg cartons. Different grades of eggs have different uses in food preparation. Care should be taken to see that the proper egg grade is used each time. Here are some guidelines:

Grade AA - Use when egg is served raw or partly cooked such as, eggs fried sunny-side up, soft-cooked eggs, Hollandaise sauce, or when making mayonnaise.
Grade A - Use when eggs are not baked, but are fully cooked such as, scrambled eggs, hard-cooked eggs or omelettes.
Grade B - Use only in baked foods.

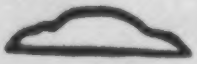
Grade labels on an egg carton tell the quality of the egg on the day it was inspected by the U.S. Department of Agriculture. Aging and improper storage after inspection day can cause an egg to lose part of its quality. For this reason, a food service worker should know what a good quality egg looks like when it is cracked. The following pictures may be used as guides for judging the quality of cracked eggs:



Top View

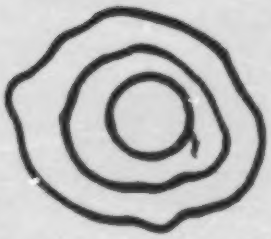
Grade AA

*The egg does not spread out very much.
*The yolk is firm and tall with a large amount of thick white close to it.
*There is a small amount of thin white.



Side View

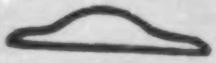
INFORMATION SHEET #1 (Continued)



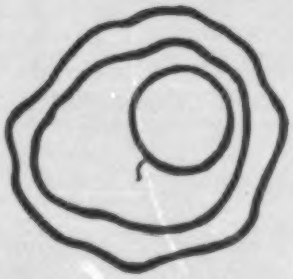
Top View

Grade A

- *Egg spreads out some.
- *The yolk stands up but is not as firm as a Grade AA yolk.
- *There is still more thick white than thin white, but it is not as close to the yolk as in the Grade AA egg.



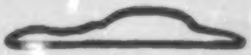
Side View



Top View

Grade B

- *Eggs spread out quite a bit.
- *The yolk appears flattened.
- *There are about equal amounts of thick and thin white.



Side View

CONSUMABLE

WORKSHEET #1

Directions: The terms listed in the left-hand column are described in the right hand column. Write the correct letter of the description in the blank to the left of the term it describes.

Terms

____ 1. Extra large eggs

____ 2. Large eggs

____ 3. Medium eggs

____ 4. Jumbo eggs

____ 5. Small eggs

____ 6. Peewee eggs

____ 7. Grade AA eggs

____ 8. Grade A eggs

____ 9. Grade B eggs

Descriptions

A. Weigh at least 852 g (30 ounces) per dozen.

B. Cover a moderate area when broken.

C. Weigh at least 425 g (15 ounces) per dozen.

D. Weigh at least 765 g (27 ounces) per dozen.

E. Weigh at least 595 g (21 ounces) per dozen.

F. Weigh at least 680 g (24 ounces) per dozen.

G. Also called Fancy Fresh.

H. Weigh at least 510 g (18 ounces) per dozen.

I. Have thin whites and yolks.

#2 INFORMATION SHEET

Egg Storage

Because eggs loose their quality at room temperature, they must be refrigerated at all times. All eggs should be stored in the refrigerator as soon as they are delivered to the kitchen. Cooks should then remove only the number of eggs needed for each recipe as it is prepared.

Uncooked parts of cracked eggs may be stored in the refrigerator and used at a later time. Use the following guidelines.

Egg yolk - Cover unbroken yolks with cold water and refrigerate; use within 2 to 3 days.

OR

Beat broken yolks, cover tightly (without water) and refrigerate; use within 2 or 3 days.

Egg whites - Place in covered container and refrigerate, use within a week.

Forms of Eggs

Food service establishments may buy eggs in three different forms: fresh, frozen, or dried. Fresh eggs are whole eggs still in their shells. Dried eggs and frozen eggs have their shells removed. Because they spoil easier than fresh eggs, much care must be taken to use them correctly.

Frozen eggs

-Available in four forms: frozen whole eggs (slightly beaten), frozen yolks (usually have salt or sugar added), frozen whites, frozen blended whole eggs, (extra yolks added).
-Sold in 10 to 30 pound cans.
-Store in freezer at 0°F (-18°C)
-Thaw only the amount needed at one time.
-Use thawed eggs immediately or refrigerate and use within 24 hours.

Dried eggs

-Available in three forms: dried whole eggs, dried yolks, dried whites.
-One pound of dried eggs equal 30 to 40 large eggs.
-Must add water to make dried eggs like fresh eggs.
-Mix only amount needed at one time.
-Use mixed eggs immediately or refrigerate and use within one hour.
-Always follow package directions for mixing with water.

INFORMATION SHEET #2 (Continued)

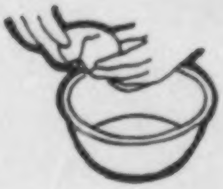
Uses of Eggs

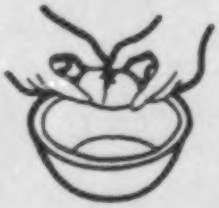
Eggs have many uses in food preparation: (1) they may be cooked alone and served as the main dish or (2) they may be used as an ingredient, with other foods, in a recipe. When used in a recipe, the egg has a specific job to do. For this reason, they cannot be left out. The following list explains the jobs eggs do in different foods:

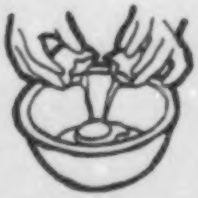
Eggs are used:

To Clarify - Absorbs tiny particles to make a mixture clear. Example: consomme
To Bind - Holds the ingredients together. Example: meat loaf
To Emulsify - Keeps oil from coming to top of food. Example: Hollandaise sauce
To Thicken - Causes food to become thick. Example: pudding
To Coat - Holds bread crumbs, cornmeal or flour onto foods dipped in it. Example: breaded fish fillets
To Color - Gives yellow color to some foods. Example: yellow cake
To Leaven - Causes food to rise. Example: Angel food cake
To garnish - To decorate some foods. Example: hard-cooked egg on a salad

In this module, we deal only with the preparation of eggs to be served as the main dish. Before discussing the specific preparation methods, there are three special techniques all cooks should master. These techniques include: how to crack eggs, how to separate eggs and how to beat eggs.







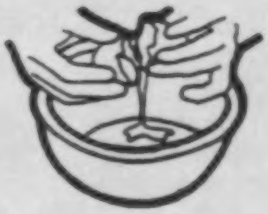
How To Crack An Egg

- Always crack an egg into a clean, dry dish, never directly into a bowl of ingredients.
- Hold egg firmly between thumb and fingers.
- Tap center of egg against edge of dish - hard enough to crack shell.
- Hold egg over dish with both hands.
- Place thumbs on either side of crack with crack toward you.
- Gently pull egg apart, using thumbs to spread the crack.
- Turn egg shell pieces so that egg slips into dish.
- Discard any eggs having a bad odor.

INFORMATION SHEET #2 (Continued)

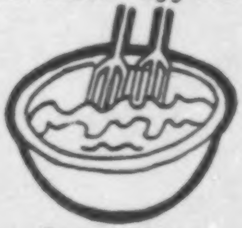
How To Separate Yolks And Whites

-Work with two bowls, one for egg yolks and one for whites.
-Hold egg firmly between thumb and fingers.
-Tap center of egg against edge of bowl hard enough to crack the shell.
-Hold egg over bowl for egg whites with both hands.
-Place thumbs on either side of crack with crack toward you.
-Gently pull egg apart, using thumbs to spread the crack.
-As egg separates, carefully catch yolk in one-half of the egg shell.
-Allow the egg white to flow into the bowl.
-Gently slip the egg yolk from one half of the egg shell to the other half, until all egg white has separated.
-Slip egg yolk into second dish.

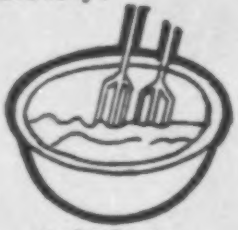


How To Beat Egg Whites

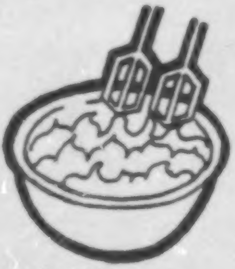
-Use egg whites that are at room temperature.
-All utensils must be clean.
-Egg white must not contain any egg yolk.
-Adding sugar, lemon juice or cream of tartar helps egg whites beat up higher.
-For foamy whites, beat until bubbles and foam form on the top.
-For soft peaks, beat until the whites are shiny and form peaks that bend over when the beaters are lifted from the bowl.
-For stiff peaks, beat until the whites are shiny and form peaks that stand up straight when the beaters are lifted from the bowl.
-Beaten egg whites should be moist and not dry. Over beating produces dry egg whites.
-Use beaten egg whites immediately.



Foamy Whites



Soft Peaks



Stiff Peaks

INFORMATION SHEET #2 (Continued)

How To Beat Egg Yolks

-Use egg yolks that are at room temperature.
-Beat egg yolks just before using.
-Beat until yolks are lemon-colored.
-Egg yolks do not increase in size as much as egg whites do.

Methods of Egg Preparation

There are six basic ways of preparing eggs for breakfast: fried, scrambled, poached, baked, cooked-in-the-shell, and omelets. Directions and standards for preparing each are described in any stardardized quantity foods recipe.

Egg preparation is an important part of breakfast cookery. A good cook will know how to handle eggs properly to insure their quality and wholesomeness. He will be able to prepare eggs by each of the six methods in order to meet menu and customer orders. While preparing the various egg dishes, the cook will always remember the following egg cookery tips:

1. Eggs should be cooked at low temperatures. (High temperatures make eggs tough and rubbery.)
2. Eggs should be cooked with exact timing. (Overcooking causes toughness and unwanted color changes).

CONSUMABLE

WORKSHEET #2

Directions: Below you will find a list of egg preparation methods and a list of qualities properly prepared eggs will have. Match each of the preparations with all of the qualities it should possess. NOTE! Some qualities will be used more than once.

Preparation Methods	Qualities
_________ 1. Fried	A. Loose, moist yellow pieces
_________ 2. Scrambled	B. Yolk is unbroken and runny
_________ 3. Poached	C. White is firm
_________ 4. Hard-cooked	D. No green ring around yolk
_________ 5. Soft-cooked	E. Slightly browned
_________ 6. Baked	F. White is jelly-like
_________ 7. Omelet	G. Yolk is set

WORKSHEET

ACTIVITY #1

Directions: Prepare at least three recipes of eggs as directed in the following recipes. Your instructor will evaluate your performance and final product(s). NOTE! Because eggs are usually prepared "as ordered" in restaurants, ways of cooking small amounts must be learned. However, cooks in some commercial and institutional foods operations must also be able to prepare eggs in large quantities.

SOFT-COOKED EGGS		
Timing: 3 to 4 min.		Yield: 1 egg Portion: 1 egg
Amount	Ingredient	Method
	Water, cold	Place enough in sauce pan to stand 1-inch above eggs.
1	Egg, room temperature	Place in saucepan of water. Cover pan and quickly bring water to a boil. When water boils, turn off unit and remove pan from heat. Time egg. Rinse with cold water to stop cooking action. Remove shell. Serve in egg cup or spoon onto toast.

HARD-COOKED EGGS		
Timing: 15 min.		Yield: 1 egg Portion: 1 egg
Amount	Ingredient	Method
	Water, cold	Place enough in saucepan to stand 1-inch above eggs.
1	Egg	Place in saucepan of water. Cover pan and quickly bring water to a boil. When water boils, turn off unit and remove pan from heat. Time egg. Rinse with cold water to prevent green ring around yolk. Shell and store.

ACTIVITY #1 (Continued)

FRIED EGGS

Fry: 2 to 3 min.
Grill: 300°F

Yield: 2 eggs
Portion: 1 egg

Amount	Ingredient	Method
1 Tbsp.	Oil or margarine	Spread thin layer on grill.
2	Eggs	Crack into sauce dish, slip onto grill. Be careful not to break yolk. Repeat for second egg. For sunny-side up, do not turn; for "over easy", turn once.

POACHED EGGS

Simmer: 3 to 5 min.

Yield: 2 eggs
Portion: 1 egg

Amount	Ingredient	Method
	Water, simmering	Place 2 to 3 inches deep in saucepan.
2	Eggs	Crack egg into sauce dish (do not break yolk); slide egg into water. Repeat for second egg. Cook; egg white will wrap around yolk. Remove with slotted spoon. Drain and serve on hot, buttered toast.

SCRAMBLED EGGS

Fry: 1 to 2 min.
Grill: 300°F

Yield: 2 portions
Portion: 3 oz.

Amount	Ingredient	Method
1 Tbsp.	Oil or margarine	Spread thin layer on grill.
3 3 Tbsp. 3/8 tsp. dash	Eggs Milk Salt Pepper	Crack eggs into bowl. Beat slightly. Add milk, salt, and pepper. Beat until blended. Pour egg mixture onto grill. Cook, stirring occasionally, until set. Serve with No. 10 dipper.

ACTIVITY #1 (Continued)

BAKED EGGS

Bake: 18 to 20 min.
Oven: 350°F

Yield: 2 eggs
Portion: 1 egg

Amount	Ingredient	Method
½ tsp.	Margarine	Grease two individual baking dishes (ramekin).
2 Tbsp	Soft bread crumbs	Sprinkle ½ in each dish.
2	Eggs	Crack one into each dish.
dash dash 2 Tbsp.	Salt Pepper Thin cream	Place ½ of salt, pepper and cream in each dish.
2 Tbsp.	Soft bread crumbs	Sprinkle ½ atop each egg. Place dishes in bain-marie and bake. Serve in baking dish

NOTE: Crumbs may be omitted, and 1 tsp. butter substituted for cream.

PLAIN OMELET

Grill: 300°F

Yield: 1 omelet
Portion: 1 omelet

Amount	Ingredients	Method
1 tsp.	Oil or margarine	Spread thin layer on grill.
1 1 Tbsp. 1/8 tsp. dash	Egg Milk or water Salt Pepper Optional fillings: cheese bacon, ham, mushrooms, tomatoes, etc.	Beat just enough to mix all ingredients. Pour mixture onto grill. Use spatula to pull cooked edges to center; allow uncooked egg to flow underneath. Add filling while eggs are still moist and creamy (or before pouring mixture onto grill.) Fold in half when top has creamy appearance and bottom is slightly brown. Serve immediately.

#3 **INFORMATION SHEET**

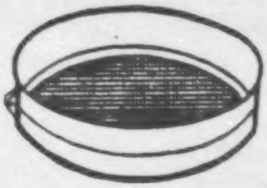
Mixing Up Breakfast Quickbreads

Items such as pancakes and waffles may be called breadfast quickbreads. They are called quickbreads because they are a product similar to bread, that is quick and easy to prepare.

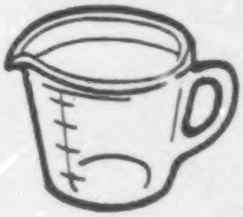
Actually, pancakes and waffles are one type of quickbreads know as pour batters. Both are made from very thin batters that can be easily poured from a mixing bowl. The batters usually contain one cup of liquid for each cup of flour used. These and additional ingredients are shown on the following page.

Pour batters are prepared by a process known as the Muffin Method of Mix. The muffin method of mix involves three steps:

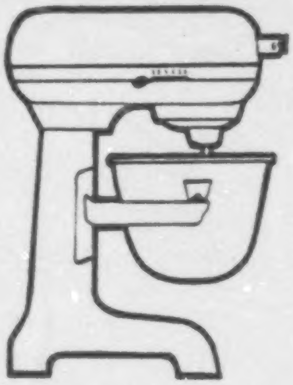
1. Sift all dry ingredients together into a mixing bowl (include dry milk here).
2. Mix all liquid ingredients in a separate container. (Melted shortening and beaten egg are considered liquid.)
3. Pour liquids into dry ingredients all at once and mix. Stir quickly and just long enough to barely moisten dry ingredients. Batter will appear lumpy.



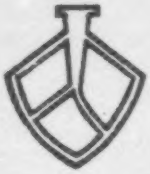
1. sift dry ingredients



2. mix liquid ingredients



3. mix liquids with dry ingredients



4. flat beater

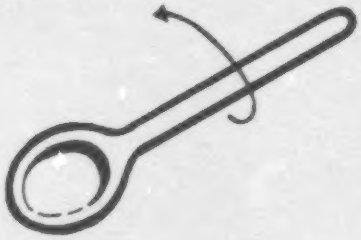
INFORMATION SHEET #3 (Continued)

To obtain quickbreads of good quality:

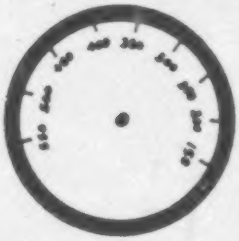
1. Work quickly while preparing them,
2. do not over mix batter, and
3. cook at the proper temperature

12
1
2
3
4
5
6
7
8
9
10
11

1. Taking too much time while preparing the batter results in flat pancakes and waffles. Quickbreads are leavened with baking powder or soda and steam (when cooked). Allowing the batter to stand too long before cooking takes away from the baking powder or soda's ability to work properly.



2. Overmixing also takes away from the baking powder or soda's ability to work. It may cause tunnels in the cooked products. The pancakes or waffles will be flat and heavy.

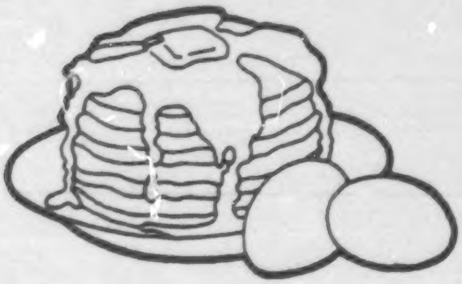


3. Cooking at the right temperature is very important for successful quickbreads. Grills or waffle bakers that are too hot will cause the quickbreads to stick and burn before they get done. If the cooking temperature is too cool, the quickbreads will stick and not rise properly. The cooked products will be flat and heavy.

Pancakes and waffles are breakfast quickbreads prepared by the muffin method of mixing. Pancakes are cooked on the grill and waffles are cooked in a waffle baker. French toast is a breakfast entree made from slices of bread dipped in an egg mixture and cooked on the grill. All three quickbreads should be served hot with syrup, jam or confectioner's sugar.

ACTIVITY #2

Directions: Prepare at least one recipe of breakfast quickbreads as directed in any standardized quantity foods recipe (see for example, Waffles, Griddle Cakes or French Toast in Food For Fifty). Your instructor will evaluate your performance and final product(s).



POST-TEST

Prepare Breakfast Items

I. Place the letter of the item in Column II in the blank beside the item it best matches in Column I. Each letter is used only once.

Column I

_____ 1. Yolk

_____ 2. Dried eggs

_____ 3. Meat loaf

_____ 4. Scrambled eggs

_____ 5. Grade AA

_____ 6. Quickbreads

_____ 7. Crisp crust

_____ 8. Soft-cooked egg

_____ 9. Omelet

_____10. Sunny-side up

Column II

A. egg holds ingredients together
B. must thaw to use
C. the yellow part of an egg
D. pancakes and waffles
E. should be stored in refrigerator
F. loose yellow pieces
G. eggs of highest quality
H. fried egg cooked on both sides
I. runny yolk
J. waffles and french toast
K. fried egg cooked only on one side
L. may contain a filling

II. Below is a list of egg preparation methods and a list of qualities properly prepared eggs will have. Match each of the preparations with all of the qualities is should possess. Some qualities will be used more than once.

Prepare methods

_____ 1. Fried

_____ 2. Scrambled

_____ 3. Poached

_____ 4. Hard-cooked

_____ 5. Soft-cooked

_____ 6. Baked

_____ 7. Omelet

Qualities

A. Loose, moist yellow pieces
B. Yolk is unbroken and runny
C. White is firm
D. No green ring around yolk
E. Slightly browned
F. White is jelly-like
G. Yolk is set

POST-TEST (Continued)

III. Place the letter of the correct answer in the blank beside each question.

_____ 1. Which of the following eggs should not have a runny yolk?

a. soft-cooked
b. fried
c. poached
d. hard-cooked

_____ 2. Which of the following is not a step in preparing quickbreads?

a. sift dry ingredients
b. blend liquid ingredients
c. stir together until smooth
d. stir together, leaving lumps

_____ 3. Which of the following statements describing egg preparation is true?

a. low temperature, long cooking time
b. high temperature, short cooking time
c. low temperature, short cooking time
d. high temperature, long cooking time

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Eggs

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	#1			#2			#3		
	A	N	NA	A	N	NA	A	N	NA
-Followed safety procedures.									
-Followed personal safety habits.									
-Followed sanitation techniques.									
-Displayed personal hygiene.									
-Cleaned work area.									
II. Product									
-White is firm, not tough.									
-White is set to jelly-like stage, not firm.									
-White is free of brown spots and crisp edges.									
-Outer yolk is rounded.									
-Outer yolk is set, but not firm.									
-Inner yolk is runny.									
-Yolk is not broken or spread out.									
-Yolk is firm, not tough.									
-Yolk has thin covering of white.									
-No grayish, green ring around yolk.									
-Whole egg is round and compact.									
-Egg pieces are loose and moist.									
-Egg pieces are yellow, not white or brown.									
-Product is light and tender.									
-Product is slightly browned.									

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Breakfast Quickbreads

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Is golden brown.			
-Is light and fluffy.			
-Is tender.			
-Is regular in shape and even in size.			
-Has crisp crust.			
-Has pleasing flavor.			

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) True, (2) False, (3) False, (4) False, (5) True, (6) False, (7) True, (8) False, (9) False, (10) True, (11) False, (12) False, (13) False, (14) True, (15) True, (16) True, (17) False, (18) False, (19) False, (20) True

WORKSHEET #1

(1) D, (2) F, (3) E, (4) A, (5) H, (6) C, (7) G, (8) B, (9) I

WORKSHEET #2

(1) B, C; (2) A; (3) B, F; (4) C, D, G; (5) B, F; (6) C, G; (7) E

POST-TEST

I. (1) C, (2) E, (3) A, (4) F, (5) G, (6) D, (7) J, (8) I, (9) L, (10) K

II. (1) B, C; (2) A; (3) F, G; (4) C, D, G; (5) F, G; (6) C, G; (7) E

III. (1) d, (2) c, (3) c

RESOURCE ITEM

(1) pour, (2) steam - baking powder - soda, (3)eggs - fat - waffle, (4) flour - salt - fat - baking powder - sugar - eggs - milk, (5) dance around and evaporate, (6) signal light, (7) 1/4 cup or a #16 dipper, (18) the edges appear dry and bubbles form on top, (9) French toast, (10) eggs - milk - salt - sugar, (11) browned - tender - moist - not soggy - crisp,

	outside	inside
(12)	Shape - even and round	Color - even
	Size - uniform	Grain - fine, even cells, no tunnels
	Color - evenly browned on both sides	Texture - light, not sticky
	Crust - delicately pitted surface	Flavor - pleasing
(13)	Shape - shape of waffle iron grids	Color - even throughout
	Size - uniform	Grain - fine, thin-walled
	Color - even, golden brown	Texture - tender, slightly moist
	Crust - crisp	Flavor - pleasing

(14) Muffin method of mix

1. sift together dry ingredients
2. mix liquid ingredients together
3. combine liquid and dry ingredietns, stirring only enough to moisten all dry ingredients

RESOURCE ITEM

Do You Remember?

Directions: Fill in the blanks below to make each statement complete.

1. The batter for pancakes and waffles is called a __________ batter.

2. Three leavening agents used in pancakes and waffles are _______ and __________ or __________.

3. The basic difference in ingredients in pancakes and waffles is more __________ and __________ in the __________ batter.

4. The ingredients used in making pancakes and waffles are:

   a. __________ b. __________ c. __________
   d. __________ e. __________ f. __________
   g. __________

5. The grill is at the right temperature for cooking pancakes and waffles if drops of water will __________.

6. A __________ __________ tells you when the waffle is at the right temperature for cooking.

7. The correct amount of batter to be used for one pancake is ______ cup or a # ____ dipper.

8. A pancake is ready for turning when ____________________ __________________.

9. __________ __________ is a grilled breakfast entree made from slices of white bread.

10. To prepare French toast, bread slices are dipped in a mixture of __________, __________, __________ and __________.

11. French toast should be evenly __________, __________ but not __________ and have a slightly __________ crust.

12. Describe a properly prepared pancake:

Outside	Inside
Shape - __________	Color - __________
Size - __________	Grain - __________
Color - __________	Texture - __________
Crust - __________	Flavor - __________

RESOURCE ITEM (Continued)

13. Describe a properly prepared waffle:

Outside	Inside
Shape - ____________	Color - ____________
Size - ____________	Grain - ____________
Color - ____________	Texture - ____________
Crust - ____________	Flavor - ____________

14. The method used to preapre pancake and waffle batters is called the ____________ of ____________.

Its three main steps are:

1. ____

2. ____

3. ____

Rate Yourself

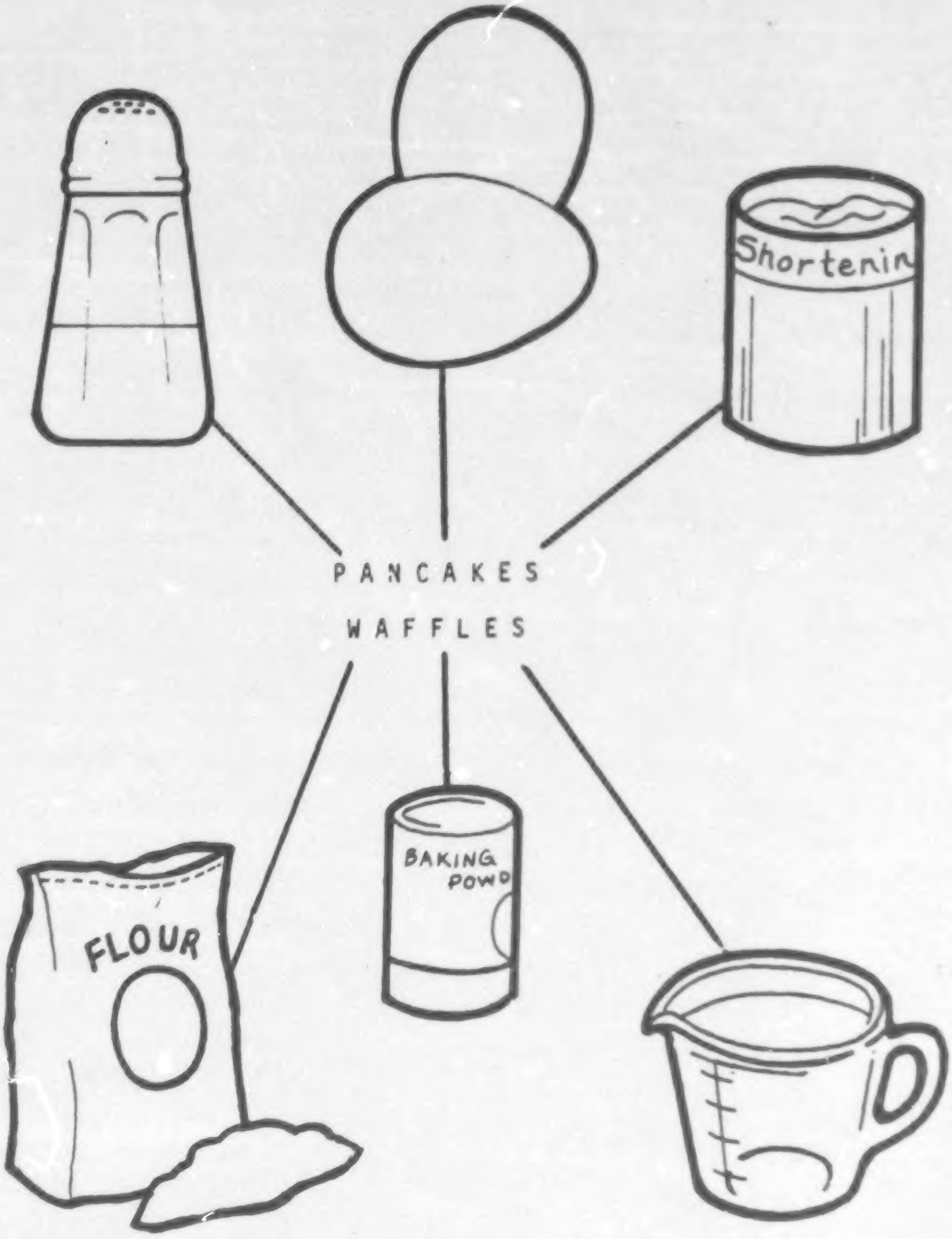
Obtain an answer sheet from your teacher to check your work. Give yourself one point for each correct answer. How did you do?

50 - 45	points	Excellent! You have the memory of an elephant. Elephants never forget, you know.
44 - 40	points	Good.
39 - 35	points	Fair.
34 - 30	points	Could be better.
Below 30	points	Take a memory course!

TRANSPARENCY
MASTER

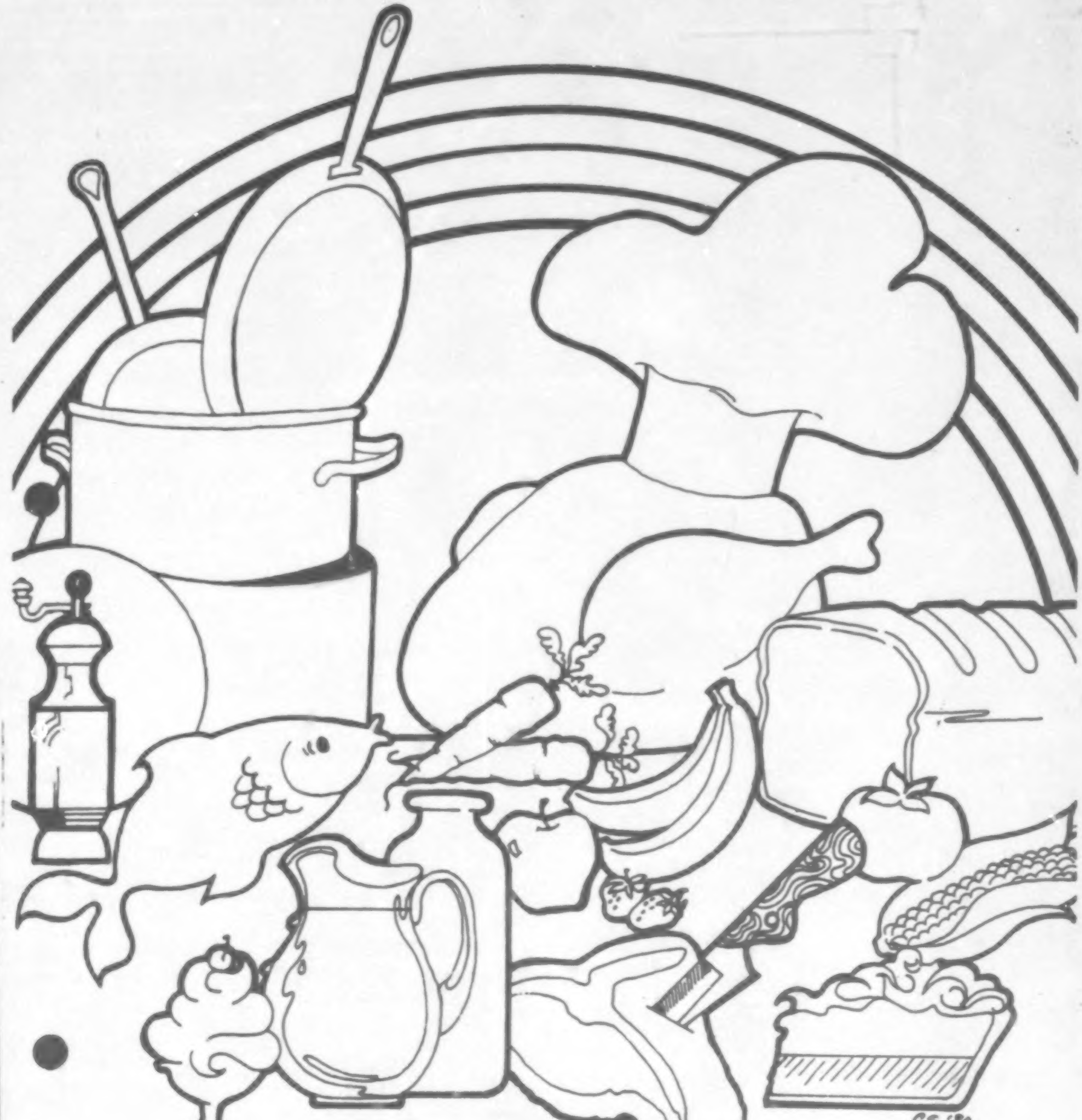
RESOURCE ITEM

BASIC INGREDIENTS


Shortenin
PANCAKES
WAFFLES
BAKING
POWD
FLOUR

Food Service Worker

MODULE 21: GRAIN PRODUCTS



GRAIN PRODUCTS

Competence Area: F. Food Preparation

Competency Statement: 3.00 Prepare Grain Products

Level

Tasks: .01 Prepare hot breakfast cereals------------------------ Basic

- a. oatmeal
- b. cream of wheat
- c. grits
- d. rice

.02 Prepare bread dressing-------------------------------- Special

.03 Prepare pasta--- Special

Specific Student Performances

1. Given standardized recipes and necessary supplies, the student will prepare at least one hot breakfast cereal (oatmeal, cream of wheat, grits or rice). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. (Optional) Given standardized recipes and necessary supplies, the student will prepare bread dressing and at least one pasta product. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-15, 16-18, 20

(21) T.1
S.1

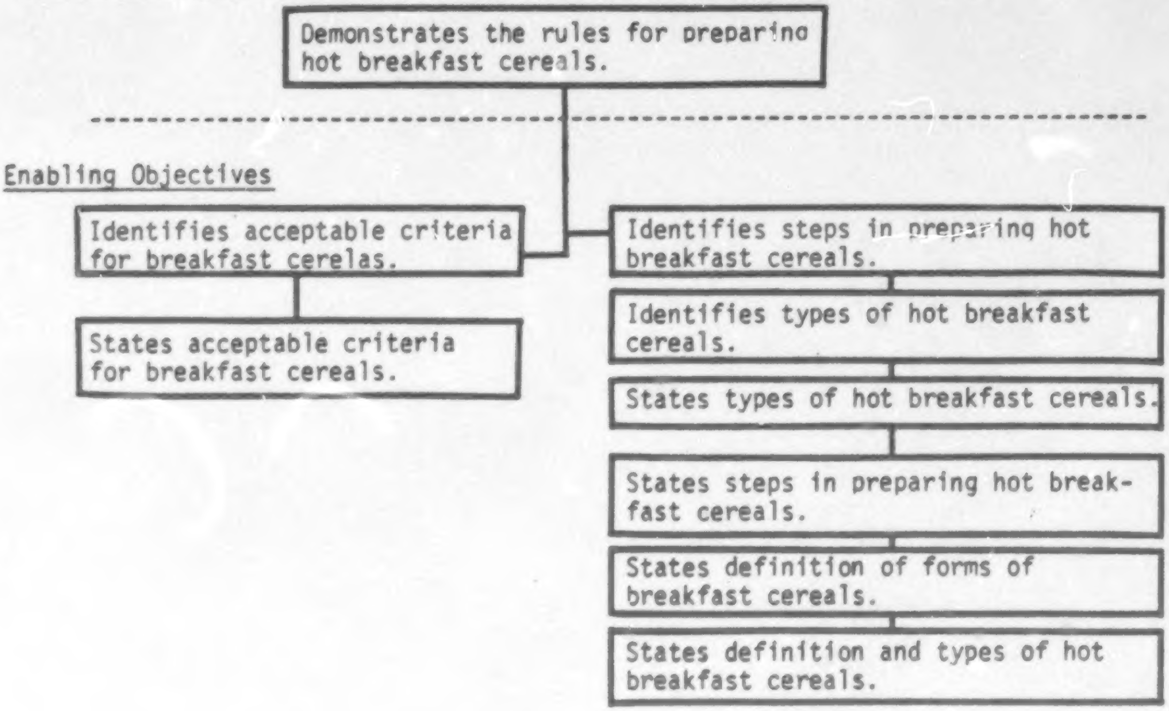
LEARNING HIERARCHY

Specific Student Performance

1. Given standardized recipes and necessary supplies, the student will prepare at least one hot breakfast cereal (oatmeal, cream of wheat, grits or rice). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. (Optional) Given standardized recipes and necessary supplies, the student will prepare bread dressing and at least one pasta product. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing hot breakfast cereals.

Enabling Objectives

Identifies acceptable criteria for breakfast cerelas.

States acceptable criteria for breakfast cereals.

Identifies steps in preparing hot breakfast cereals.

Identifies types of hot breakfast cereals.

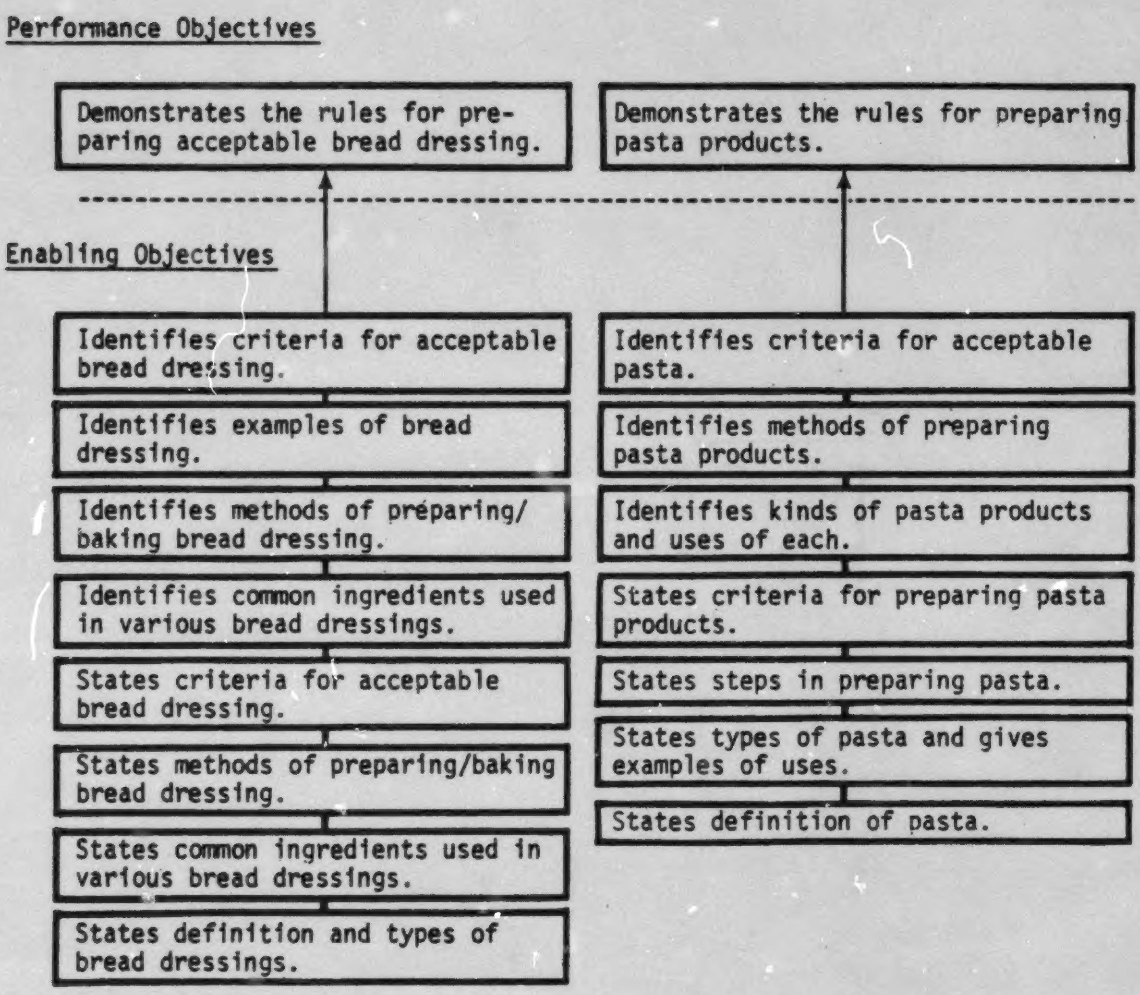
States types of hot breakfast cereals.

States steps in preparing hot breakfast cereals.

States definition of forms of breakfast cereals.

States definition and types of hot breakfast cereals.

LEARNING HIERARHCY (Continued)



Performance Objectives

Demonstrates the rules for preparing acceptable bread dressing.

Demonstrates the rules for preparing pasta products.

Enabling Objectives

Identifies criteria for acceptable bread dressing.

Identifies examples of bread dressing.

Identifies methods of preparing/baking bread dressing.

Identifies common ingredients used in various bread dressings.

States criteria for acceptable bread dressing.

States methods of preparing/baking bread dressing.

States common ingredients used in various bread dressings.

States definition and types of bread dressings.

Identifies criteria for acceptable pasta.

Identifies methods of preparing pasta products.

Identifies kinds of pasta products and uses of each.

States criteria for preparing pasta products.

States steps in preparing pasta.

States types of pasta and gives examples of uses.

States definition of pasta.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Complete activity #1.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

*(NOTE: The following section is designed for students that you feel should complete the special tasks to prepare bread dressing and pasta).

10. Read and study information sheet #2.
11. Complete worksheet #2. Consumable.
12. Complete activity #2.
13. Read and study information sheet #3.
14. Complete worksheet #3. Consumable.
15. Complete activity #3.
16. Request final checkout performance evaluations from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concepts, go over objectives and vocabulary words with group.
2. Instruct each student to complete pre-test.
3. Discuss information sheet #1 as a class.
4. Direct students to complete worksheet #1. Discuss.
5. Have students practice and demonstrate preparation of different cereals. Use small groups for this activity.
6. Direct each student to complete post-test. Collect and evaluate.
7. Direct each student, when ready, to request final checkout performance evaluation.
8. Discuss information sheets #2 and #3 as a class.
9. Divide class into two groups to research and practice preparation of various bread dressings and pasta products, optional.
10. Have students to complete worksheets #2 and #3.
11. Direct each student, when ready, to request final checkout performance evaluations, optional.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

PROCESS SHEET (Continued)

Alternatives - Enrichment

I. Suggested Readings

a. The World of Food, 1979 edition.
b. Practical Cookery, 1975 edition.
c. How You Plan and Prepare Meals, 1980 edition.
d. Food For Fifty, 1979 edition.

II. Audio-Visual Aids

a. Filmstrips - Food Service: Baking and Breakfast Cookery
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
- Grain Cookery
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

b. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

III. Activities

1. Research recipes to find uses of cereals in menus.
2. Using actual restaurant menus, list offerings in which cereals, especially rice, are used.
3. Design poster of cereal grain, indicating three main parts.
4. Prepare a list, with definitions, of other terms used to describe cereals (enriched, restored, fortified, etc.)
5. Research bacteria contamination of bread dressings when they are not prepared, baked, and stored correctly.
6. Research recipes for variations of dressings. Prepare a list of these findings.
7. Read and research to find ways that dressing recipes may be adapted and used for stuffing poultry, meats, or vegetables.
8. Trace the history of pasta. Where did it originate and how?
9. Find variety in pasta. Look on the supermarket shelves to find as many different shapes of pasta products as you can. Write down the names and uses of each with a small sketch of the various shapes.
10. Collect labels from various pasta products and compare shapes, cost, variations in serving, cooking instructions, and ingredients.
11. Use the pasta transparency mater (see resource item) for discussion of types of pasta products.

CONSUMABLE

PRE-TEST

Prepare Grain Cereals

Directions: Read each statement below carefully. Circle "T" if it is True; "F" if it is False.

T F 1. Seeds of grain are used to make breakfast cereals.
T F 2. Converted rice cooks in about 5 minutes.
T F 3. Long grain rice is sometimes treated with steam and pressure to lock in vitamins and minerals.
T F 4. Gluten is formed when flour and water are mixed together.
T F 5. Instant cereals have been cooked and dehydrated.
T F 6. Hot breakfast cereals are more expensive to prepare than are quick cooking hot cereals.
T F 7. Most restaurants use instant or quick cooking hot cereals.
T F 8. Cereals are cooked at a high temperature.
T F 9. Cereals may be cooked in a double boiler.
T F 10. Bring water to boil before adding cereal.
T F 11. Cook breakfast cereals uncovered.
T F 12. Well-prepared cereal is served mushy.
T F 13. If cereal is dumped into water all at once it will be lumpy.
T F 14. Do not salt breakfast cereals.
T F 15. It is not possible to overcook cereals.
T F 16. A light pan should be used to cook breakfast cereals.
T F 17. A properly prepared hot cereal has a soft gel.
T F 18. If butter is added, more stirring is needed during the cooking of hot breakfast cereals.
T F 19. Cereals are cooked to improve both flavor and digestivity.
T F 20. Cooking time for cereals and rice varies according to type.

STUDENT GUIDE SHEET

*Directions: To Student
Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluations with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Complete activity #1.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

*(NOTE: Ask your instructor if you should complete the special tasks section to prepare bread dressing and pasta.)

8. Read and study information sheet #2.
9. Complete worksheet #2.
10. Complete activity #2.
11. Read and study information sheet #3.
12. Complete worksheet #3.
13. Complete activity #3.
14. Request final checkout performance evaluations from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Al Dente ("To the teeth") - A term which denotes well-cooked but not overcooked pasta; no taste of raw flour remains and the pasta still offers resistance to the bite.

2. Broth or Stock - Left over liquid in which foods are cooked.

3. Cellulose - Substance which gives firm structure to plants.

4. Cereal - Seeds of grain used to make breakfast cereals.

5. Converted Rice - Long-grain rice that has been treated with steam and pressure to lock in vitamins and minerals.

VOCABULARY (Continued)

6. Flavor Enhancers - Herbs and spices used in foods to vary taste.

7. Flavor Extenders- Although meat, fish, poultry and vegetables have flavors which are satisfying, other foods may be added to them to "extend" flavor. Bread crumbs are considered as such in bread dressing.

8. Gelatinize - To make cereal granules soft and jelly-like.

9. Gluten - A substance formed from two proteins found in flour; formed when flour and water are mixed. Gluten is an elastic substance which forms a mesh-like structure in the dough and allows pasta products to expand and retain shape.

10. Granule - Each cereal grain.

11. Instant Cereals - Pre-cooked dehydrated (water removed) cereals. When hot water is added, it is rehydrated and ready to serve.

12. Macaroni - Hollow tubes of pasta. Elbows, ziti, and manicotti are all in the macaroni family.

13. Noodles - Flat ribbons of pasta. Many noodle products have eggs added to the basic pasta dough, adding to food value. Lasagna and broad noodles are examples.

14. Pasta - A starchy food formed when wheat flour and water are mixed, then dehydrated (water removed).

15. Poultry - Turkey, chicken, or game birds.

16. Quick-cooking Cereals - Cereals that have been partially pre-cooked and do not require as long a cooking time as do regular cereals.

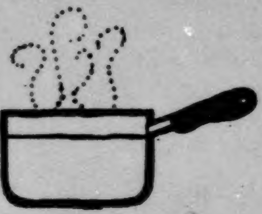
17. Regular Cereals - Cereals that require a longer cooking period than pre-cooked cereals.

18. Spaghetti - A long, thin rod of pasta. The rods vary in width and have different names. For example, vermicelli, is a very thin spaghetti.

#1 INFORMATION SHEET

Acceptably-cooked hot breakfast cereals can be profitable items on the menu as they are less expensive than ready-to-eat cereals. They can be prepared ahead of time and require minimum labor. Hot breakfast cereals are not extremely popular breakfast items, but because they are requested by customers from time to time, they must be kept ready.

Breakfast cereals that require cooking include:



1. Oatmeal (flaked)
2. Cream of Wheat (granular)
3. Grits (cracked)
4. Rice (whole-grain)

Oatmeal and cream of wheat are the most common hot breakfast cereals nationwide. Grits is a breakfast cereal commonly served in the South.

Breakfast cereals may be purchased in three forms: regular, quick-cooking and instant. The present tendency is to use instant or quick-cooking cereals that require only a few minutes to complete cooking.

Principles of Cereal Cookery

Cereals are cooked to improve both flavor and digestibility. To improve digestibility, cooking cereals softens or breaks down the firm cellulose structure of each grain to produce a smooth product, free of lumps.

During cooking, starch granules in the cereal absorb water and swell - get larger . As they grow in size the cereal thickens (gelatinizes). Until gelatinization takes place, cereals must be cooked at low to moderate temperatures to prevent lumping and scorching (browning).

Types of Cereals

Cooking time for cereals varies according to type. Fine grain or precooked cereals will take less time for preparation than coarse or whole grain cereals. Cereal cooking methods (by direct heat or a double boiler) will also affect cooking time.

1. Regular cereals require a longer cooking time than those below.
2. Quick-cooking cereals have been partially cooked and do not require as long a cooking time as do regular cereals.
3. Instant cereals are pre-cooked, dehydrated (water removed) cereals. When hot water is added to them, they rehydrate (swell in size) and are ready-to-serve.

Types of Rice

Like other cereals, different types of rice require different cooking times and methods. Follow package directions, as the goal of rice cookery is to obtain fluffy, tender kernels which hold their shape. If overcooked, rice becomes soft and sticky. When undercooked, it is hard and tough to chew.

1. Regular white rice comes in both short and long-grain types. It requires a longer cooking time than those below.
2. Parboiled or converted rice has been treated with steam to lock in nutrients and reduce cooking time.
3. Instant or precooked rice has the shortest cooking time of all. It takes only minutes to prepare but is more expensive than regular rice.

Preparation of Cereals

Steps	Reasons
1. Bring measured water to boil.	Cooking begins at once.
2. Use heavy sauce pan or upper part of double boiler.	Prevents sticking.
3. Butter may be added.	Less stirring needed.
4. Slowly add cereal into rapidly boiling, salted water.	Helps separate cereal granules, prevents boiling over, and adds flavor.
5. Stir constantly with fork or wire until cereal begins to thicken.	Keeps water boiling and keeps lumps from forming.
6. Cover saucepan, or if double boiler is used, cover boiler, and place over low heat to steam until ready to serve.	Keeps granules separated, prevents gummy texture, helps cereal smooth and prevents cereal sticking to the pan.
7. Serve cooked cereal hot.	More appetizing than cool ones.

Characteristics of an acceptable cooked cereal:

- -Pleasing flavor typical of grain used
- -Free of lumps
- -Soft gel
- -Light and fluffy on tongue, not sticky gummy or mushy
- -Piles softly when hot
- -Not watery
- -Hot when served

Problem Pointers for Cereals

a. lumpy	1. cereal dumped into water, not added slowly. 2. not stirring. 3. boiling temperature not maintained until cereal thickened.
b. has crust on top	1. not kept covered over heat until serving time.
c. has very little flavor	1. salt omitted 2. improper cooking
d. is gummy or pasty	1. too much stirring 2. overcooking
e. stuck in pan	1. pan not heavy enough 2. heat too high

CONSUMABLE

WORKSHEET #1

Directions: Read and answer the questions below in the space provided.

1. Name three types of commonly used cooked breakfast cereals. Give an example of each.

   a.
   b.
   c.

2. Most breakfast cereals may be purchased in three main forms. Name them.

   a.
   b.
   c.

3. Rice may be purchased in three main forms. Name them.

   a.
   b.
   c.

4. List three characteristics of acceptable cooked cereals.

   a.
   b.
   c.

5. List the possible cause(s) for the problem cereals below.

   a. lumpy -
   b. gummy or sticky -
   c. stuck to pan -

ACTIVITY #1

Directions: Prepare at least one hot breakfast cereal (oatmeal, cream of wheat, grits or rice) as directed in any standardized quantity foods recipe (see for example, Cooking Breakfast Cereals or Cooking Rice in Food For Fifty). Your instructor will evaluate your performance and final product(s).

CONSUMABLE

POST-TEST

Prepare Grain Products

I. Match the cereal types on the right with the statements on the left. Write the correct letter in the blanks provided.

Statements	Cereals
____ 1. Pre-cooked, dehydrated	a. Instant cereals
____ 2. Requires a longer cooking time	b. Quick cooking cereals
____ 3. Partially cooked	c. Regular cereals
____ 4. Requires shorter cooking time	
____ 5. Requires hot water, not cooking	

II. Arrange the steps below (1-5) for preparing hot cereals in correct order by renumbering the blanks to the left. Then choose the reason for that step from column B. Write the appropriate letter in the blanks provided. REMEMBER! Each blank should have two answers, a number and a letter.

Column A	Column B
____ 1. Stir constantly with fork until cereal begins to thicken.	a. Less stirring required
____ 2. Cover and place over low heat to steam.	b. Cooking begins at once
____ 3. Add butter if desired	c. Keeps water boiling and lumps from forming
____ 4. Bring water to a boil.	d. Helps separate cereal granules, prevents gummy texture
____ 5. Slowly add cereal.	e. Keeps cereal smooth
	f. Adds flavor
	g. More appetizing

III. Match the probable causes on the left with the end result on the right. Write the correct letter in the blanks provided.

If you do this:	Expect this:
____ 1. heat too high	a. lumpy
____ 2. too much stirring	b. crust on top
____ 3. no salt	c. no flavor
____ 4. cereal dumped in, not added slowly	d. gummy
____ 5. not enough stirring	e. stuck to pan
____ 6. pan not heavy enough	
____ 7. overcooking	
____ 8. not kept covered	
____ 9. boiling temperature not maintained until thick	
____10. improper cooking	

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Hot Breakfast Cereals

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Has pleasing flavor.			
-Is free of lumps.			
-Has soft gel.			
-Is not gummy or sticky.			
-Is hot when served.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

#2

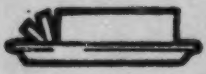
INFORMATION SHEET

Bread dressing is a highly seasoned bread mixture that is used extensively with poultry preparation. Through the years it has become more associated with roast turkey than the other poultry birds. Bread dressing is an excellent way to use leftover bread, thus helping to reduce cost of production and to extend flavors of meat, poultry, and vegetables.

There are many variations of basic bread dressing. Ingredients have no set portions. Amounts of liquid, fat, bread, seasonings , flavor extenders and flavor enhancers may vary without changing quality of the product.

Common ingredients used in various bread dressings

1. Bread - 2 day old white bread, crackers, cornbread or commercially prepared bread dressing.
2. Fat - margarine, butter, poultry fat or bacon grease.
3. Liquid - broth, stock, milk or water.
4. Eggs - Used to bind ingredients together, add flavor and improve texture.
5. Flavor Enhancers - sage, poultry seasoning , dried thyme, paprika, nutmeg, parsley or parsley flakes, marjoram.
6. Flavor Extenders - onions, celery, nuts, sauteed mushrooms, poultry giblets, fruits and sauteed shellfish.



INFORMATION SHEET #2 (Continued)

Methods used in preparing bread dressing

- -Do not overmix. Overstirring will cause dressing to be sticky.
- -Never grind bread, as the dressing will be too compact. Bread may be toasted before cutting into cubes.
- -The quality of the bread crumbs is very important. Cubed bread crumbs are most often used.
- -Cornbread, crackers, or commercially prepared dressing or stuffing mix may be substituted for part of the bread crumbs. Rice is used in some stuffing recipes.
- -Seasonings enrich the bread crumbs and other grain products that bind dressings.
- -It is important to mix dressing just before baking to achieve superior texture, but particularly to avoid danger from spoilage.
- -The amount of liquid (water, stock, or milk) will depend on the dryness and kinds of bread used. If a moist dressing is desired, more liquid is added.
- -Always refrigerate dressing when not being readied to serve. Use within 2-3 days.

Characteristics of well-prepared bread dressing:

- -Slightly moist (not sticky)
- -Pleasing taste, well-flavored
- -Light and tender texture
- -Golden brown when baked
- -Served hot (140-165°F)

WORKSHEET #2

Directions: Fill in the blanks below with the correct word or words needed to complete the sentence.

1. Bread __________ is a highly seasoned bread mixture used with poultry preparation.
2. A flavor ____________ carries food flavors that complement or add to other foods.
3. Flavor __________________(s) include herbs, spices, and vegetables used to vary taste.
4. __________________-day old bread is best to use for bread dressing.
5. Bread dressing should be _______________, not sticky.
6. Bread dressing should be _________ _____________(color) when baked.
7. _____________ and ______________ ____________ are common herbs used in bread dressing.
8. _____________ are used to bind ingredients together, add flavor and improve texture.
9. Never _____________ bread, as the dressing will be too compact.
10. Use bread dressing within __________ days.

ACTIVITY #2

Directions: Prepare bread dressing (or stuffing) as directed in any standardized quantity foods recipe (see for example, Bread Dressing in Food For Fifty). Your instructor will evaluate your performance and final product.

#3 INFORMATION SHEET

Pasta includes all types of macaroni, spaghetti, and noodles. It is made from water and wheat-flour dough. Hard wheat flour, having a high gluten content, is used to maintain shape, form, and texture of pasta when cooked. High quality pasta, made from durum wheat, needs longer cooking time than a cheaper pasta. It will fluff up considerably more, and will keep its crunchy texture for a much longer time while in the warmer.

Italians eat plain pasta as their full meal without meat or meat sauce. They add butter, olive oil, grated dry cheese, and perhaps a little fresh cream to taste. Italians are not the only pasta eaters; Western cultures have adopted pasta with great delight.

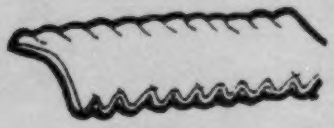
Pasta eaters are very particular about the softness of their pastas. Pasta has to be crunchy (al dente) to be perfect. Over-cooked pasta is one of the worst things to be served. In many of the better Italian restaurants, all pasta is cooked to order. Customers gladly wait 15 to 20 minutes just to get their orders right.

Identifying Shapes and Names of Pasta

Pasta products come in many sizes and shapes: tubular, fine-stringed or flat; shells or bows; ruffled, curly-edged or scalloped; alphabet cooked and used in a variety of ways.

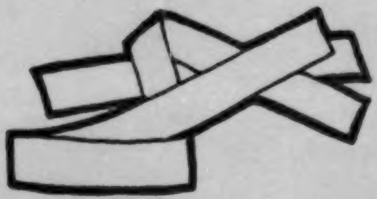
Commonly used pasta products are pictured below with identifying qualities:

Lasagne - extra wide noodles, rippled at rim



Lasagne

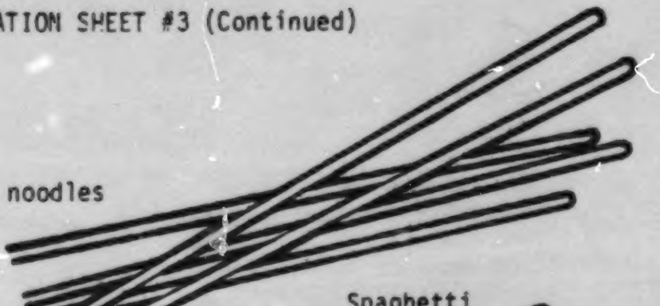
Fettucini - wide, short egg noodles



Fettucini

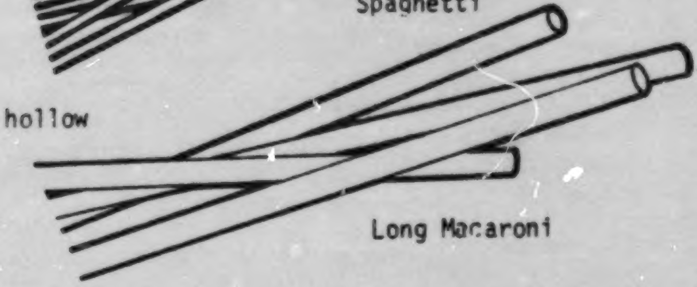
INFORMATION SHEET #3 (Continued)

Spaghetti - round, long noodles



Spaghetti

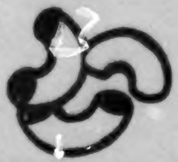
Macaroni - round, long hollow noodles



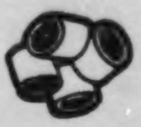
Long Macaroni

Elbow Macaroni - bent and cut macaroni

Elbow Macaroni (Chifferini Lisci): Bent hollow rods of pasta, 3/4 to 1 inch long. Used in casseroles and salads or served as macaroni and cheese.



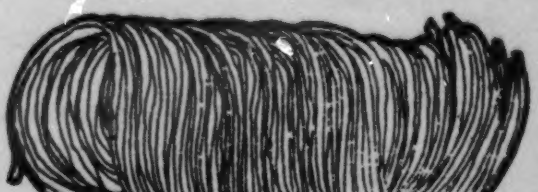
Salad Macaroni - very short cut macaroni



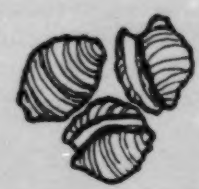
Salad Macaroni (Ditalini): Hollow rods of pasta, cut in short lengths. Used for salad or in soup.

Vermicelli - extra thin, twisted, short, round noodles

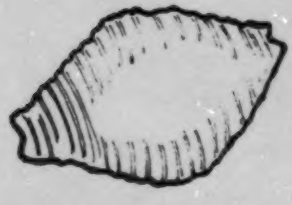
Vermicelli - used as long vermicelli or in soups and pilaf.



Shells (large and small) - shell shaped, machine molded



Small Sea Shells (Marruzzelli): Small, shell shaped pasta. Used in soup or seafood casseroles. Can be used for salads.



Large Shells: Large, shell shaped pasta. Served with sauces, usually those containing large pieces of meat and/or vegetables. Can also be stuffed.

Principles of Pasta Cookery

Techniques for cooking pastas are very similar to those for cooking breakfast cereals since they are basically made from grains and consist mainly of starches. However, pasta requires a large, deep saucepan, steam pan, or Dutch oven and lots of water. Too little water causes the pieces to stick together and too small a pot prevents the pasta from expanding. Pasta products generally are packaged with cooking instructions, so read the package directions to see how much water you will need for the amount and type you wish to cook.

Pasta is added slowly so that boiling is continuous. The al dente stage is reached when the pasta can be cut rather easily by pressing with a fork against the side of the pan or by actually tasting to be sure the pasta feels firm and chewy. Do not overcook. Boiling time always varies according to the shape and wheat quality of the product. The manufacturer's suggested cooking time on the pasta package is sometimes too long. Cook the first lot of a give pasta brand or kind by inspection. Then establish the exact cooking time for repeated use. Pasta needs to be drained thoroughly by straining in a colander. If a pasta product is to be used in a salad, rinse with cold water. Toss cooked and drained pasta with butter. This will keep pieces separated.

INFORMATION SHEET #3 (Continued)

Uses of Pasta Products

-A base for many sauces, meat and cheese dishes
-Ingredient in soups or salads
-Substitute for potatoes

Characteristics of an acceptable pasta product:

- -A cooked size double the original (uncooked) size
- -A retained shape
- -A well-seasoned flavor; no raw starch flavor
- -A chewy quality
- -Remains separate; pieces do not stick together

CONSUMABLE

WORKSHEET #3

Directions: Match the following terms and phrases. Write each letter in Column B in the correct blank in Column A.

Column A	Column B
_____ 1. al dente	a. used to make pasta
_____ 2. pasta	b. hollow tubes of pasta
_____ 3. noodles	c. long thin rods of pasta
_____ 4. colander	d. should never be done to pasta
_____ 5. spaghetti	e. prevents foaming of pasta during cooking
_____ 6. gluten	f. flat ribbons of pasta
_____ 7. macaroni	g. piece of equipment used to drain pasta
_____ 8. hard wheat flour	h. formed when wheat flour and water are mixed
_____ 9. oil or butter	i. term used for products made from wheat flour dough
_____10. overcooking	j. "to the teeth"

ACTIVITY #3

Directions: Prepare at least one pasta product as directed in any standardized quantity foods recipe (see for example, Cooking Macaroni, Spaghetti, or Noodles in Food For Fifty). Your instructor will evaluate your performance and final product(s).

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Bread Dressing

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Is moist, not sticky.			
-Has pleasing taste, well-flavored.			
-Is light and tender.			
-Is golden brown when baked.			
-Served hot (140°-165°F).			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Pasta Products

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Retained shape.			
-Is double the original size.			
-Has a well-seasoned flavor; no raw starch flavor.			
-Has a chewy quality (al dente)			
-Pieces remain separate; do not stick together.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) T, (2) F, (3) F, (4) F, (5) T, (6) F, (7) T, (8) F, (9) T, (10) T, (11) F, (12) F, (13) T, (14) F, (15) F, (16) F, (17) T, (18) F, (19) T, (20) T

WORKSHEET #1

(1) a. Cracked - grits
    b. Flaked - oatmeal
    c. Granular - cream of wheat

(2) Regular, quick-cooking, instant

(3) Regular, parboiled or converted, instant or precooked

(4) Free of lumps, soft gel, light and fluffy on tongue.

(5) a. Cereal dumped into water, not added slowly.
    b. Overcooking; too much stirring.
    c. Heat too high; pan not heavy enough.

POST-TEST

I. (1) a, (2) c, (3) b, (4) b, (5) a

II. (1) 4, c; (2) 5, e; (3) 2, a; (4) 1, b; (5) 3, d

III. (1) e, (2) d, (3) c, (4) a, (5) a, (6) e, (7) d, (8) b, (9) a, (10) c

WORKSHEET #2

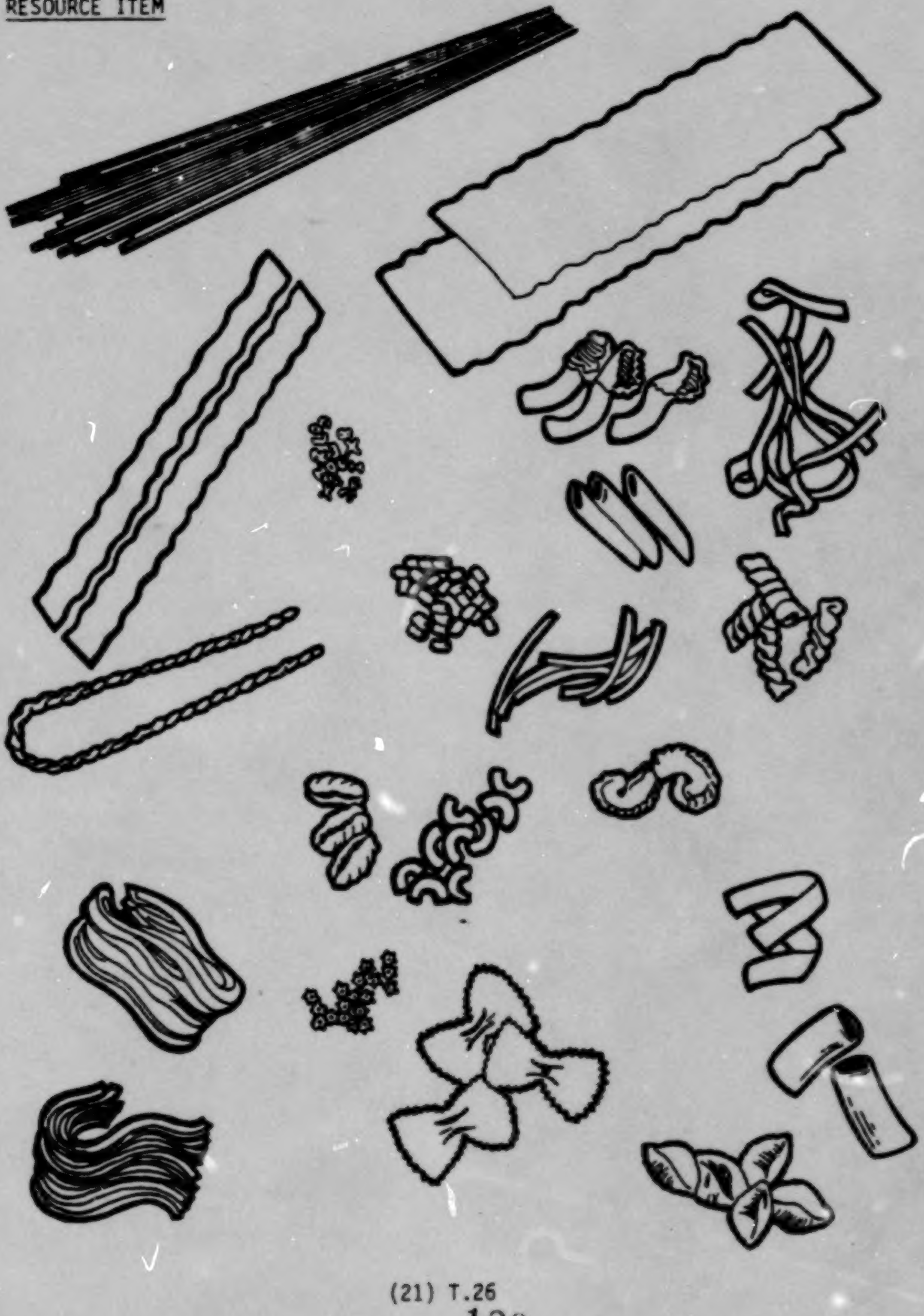
(1) dressing, (2) extender, (3) enhancers, (4) Two, (5) moist, (6) golden brown, (7) sage and poultry seasoning, (8) eggs, (9) grind, (10) 2-3

WORKSHEET #3

(1) j, (2) i, (3) f, (4) g, (5) c, (6) h, (7) b, (8) a, (9) e, (10) d

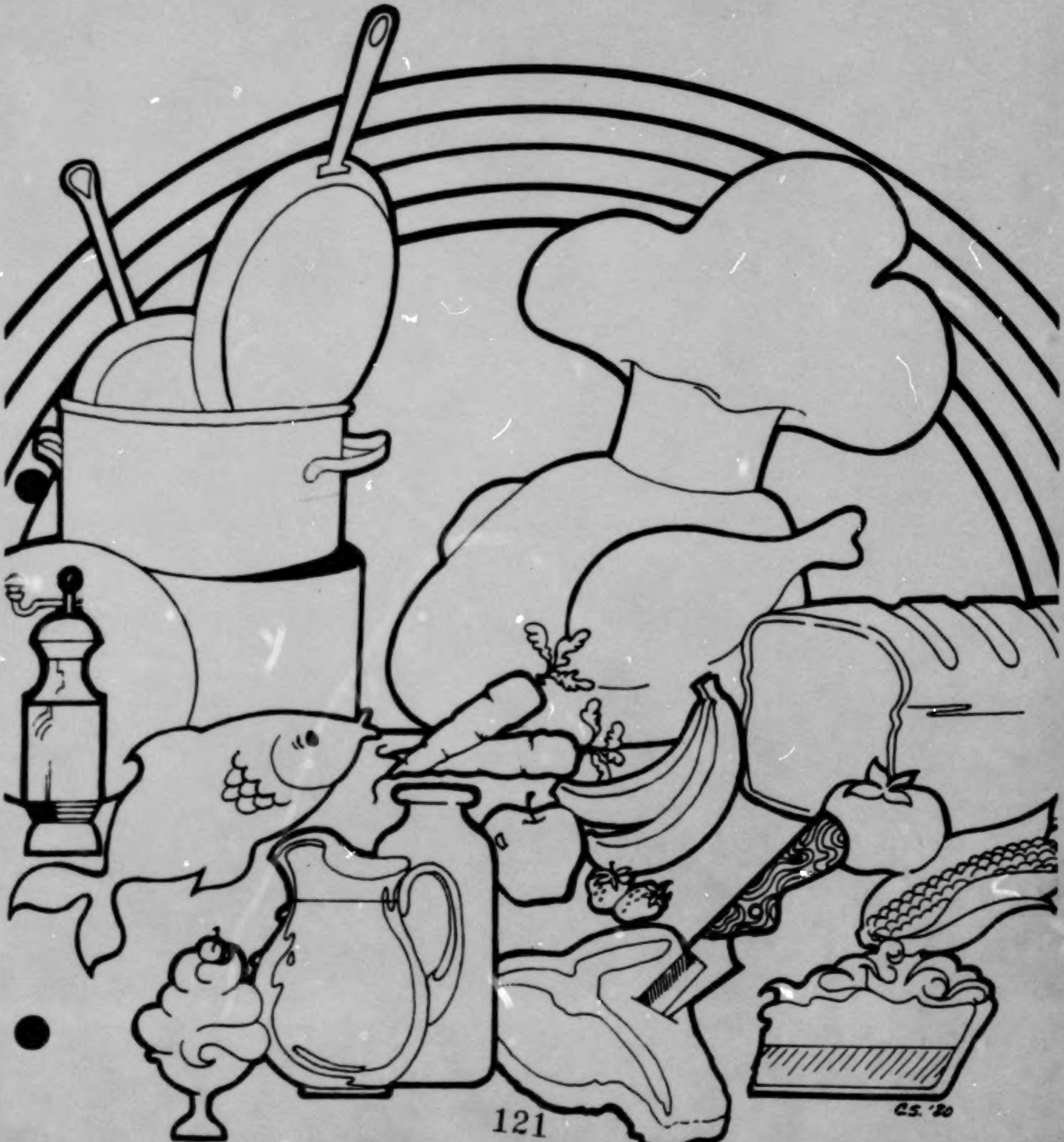
TRANSPARENCY
MASTER

RESOURCE ITEM



Food Service Worker

MODULE 22: SANDWICHES



SANDWICHES

Competence Area: F. Food Preparation

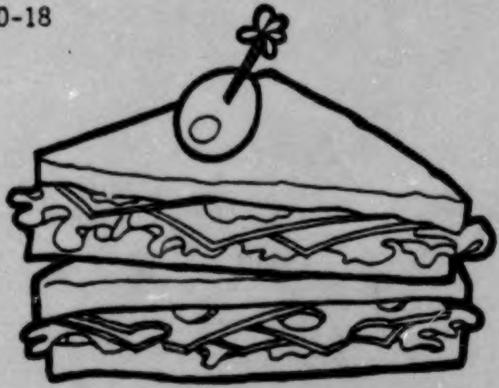
Competency Statement: 4.00 Prepare Sandwiches

Tasks:		Level
.01	Prepare cold sandwiches-------------------------------	Basic
	a. plain moist	
	b. moist	
.02	Prepare hot sandwiches--------------------------------	Basic
	a. grilled/toasted	
	b. containing sauce/gravy	

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one hot and one cold sandwich recipe. Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18

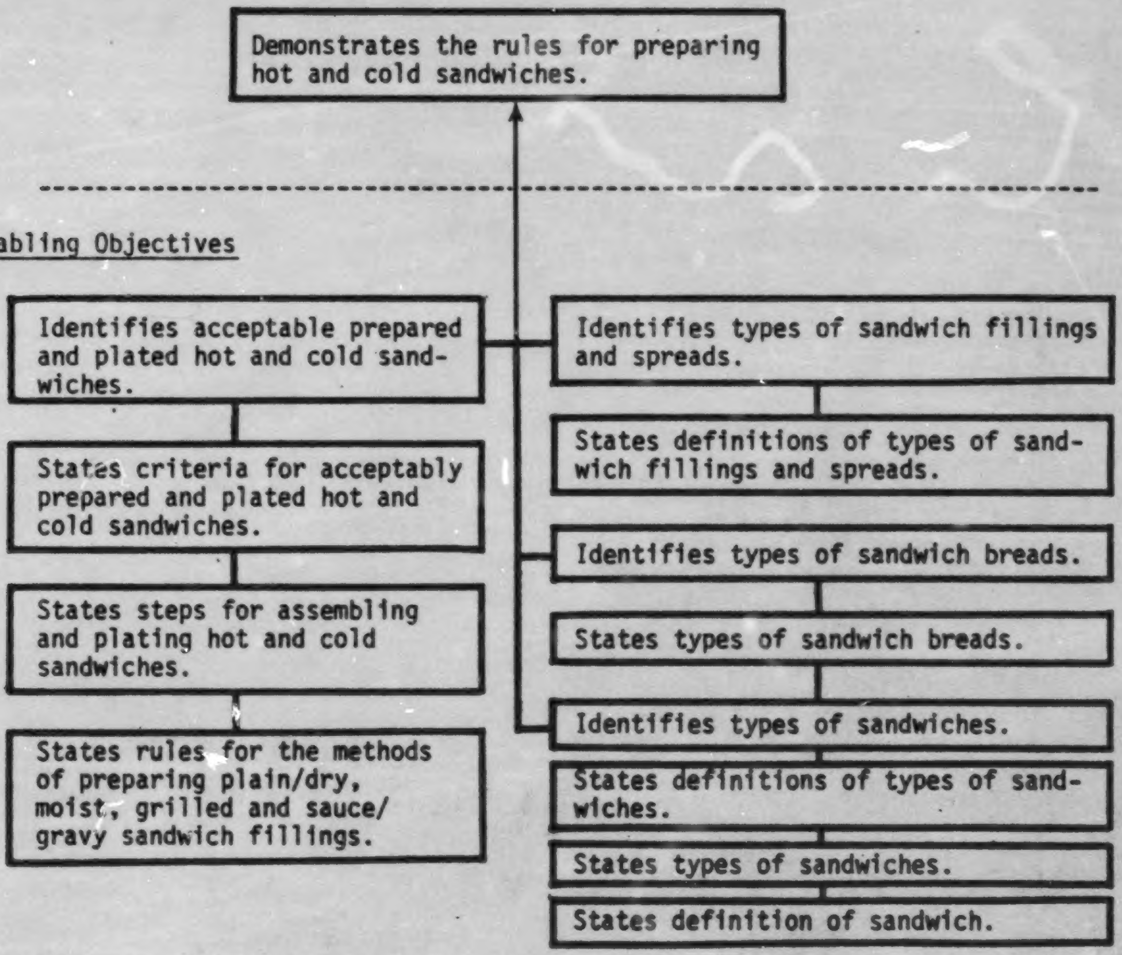


LEARNING HIERARCHY

Specific Student Performance

Given a standardized recipe and necessary supplies, the student will prepare at least one hot and one cold sandwich recipe. Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing hot and cold sandwiches.

Enabling Objectives

Identifies acceptable prepared and plated hot and cold sandwiches.

States criteria for acceptably prepared and plated hot and cold sandwiches.

States steps for assembling and plating hot and cold sandwiches.

States rules for the methods of preparing plain/dry, moist, grilled and sauce/gravy sandwich fillings.

Identifies types of sandwich fillings and spreads.

States definitions of types of sandwich fillings and spreads.

Identifies types of sandwich breads.

States types of sandwich breads.

Identifies types of sandwiches.

States definitions of types of sandwiches.

States types of sandwiches.

States definition of sandwich.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheets #1 and #2. Consumable.
6. Read and study information sheet #2.
7. Complete activities #1 and #2.
8. Read and study information sheet #3.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test to introduce the concept.
2. Go over objectives and vocabulary words with group.
3. Have class brainstorm the names of as many sandwiches as they can. Lead students to group like types of sandwiches and then identify these types. Discuss information sheet #1.
4. Direct each student to complete worksheets #1 and #2. Collect and evaluate.
5. Demonstrate steps for assembling sandwiches.
6. Divide students into groups. Assign each group parts of information sheet #2 presented in the module. After researching, have students present information to class on different types of sandwiches.
7. Use activities #1 and #2 for planned laboratory experiences with group(s).
8. Direct each student to complete post-test. Collect and evaluate.
9. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Food Service Careers, 1979 edition.
b. Elements of Food Production and Baking, 1978 edition.

PROCESS SHEET (Continued)

c. Exploring Professional Cooking, 1980 edition.
d. Sandwich Preparation, Cahner Books

II. Audio-Visual Aids

a. Filmstrips
- Griddle and Short Order Cookery (From National Educational Media, Inc.)
- Modern Sandwich Methods (From American Institute of Baking, Consumer Service Dept., 400 E. Ontario St., Chicago, IL 60611)
- Sandwiches Please (From North Dakota State Wheat Commission, Box 956, 316 H. Fifth Street, Bismarck, N.D. 58501)
- Food Preparation: Sandwiches (From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

b. Filmloops
- Hamburgers (From McGraw-Hill)

c. Film (16 mm)
- Fast Sandwich Making
- The Hamburger Sandwich
- Sandwich Preparation And Presentation (From National Educational Media, Inc., 3518 W. Cahuega Blvd., Hollywood, CA 90028)
- Modern Sandwich Methods, Restaurant Version (From American Institute of Baking, 400 E. Ontario Blvd., Chicago, IL 60611)
- Skills Count at the Sandwich Counter (From Wheat Flour Institute, 309 W. Jackson Blvd., Chicago, IL 60606)

d. Slides
- Making Meat Salad Sandwiches
- Making Sliced Meat Sandwiches (From Kansas State University, Food Service Industry Work, Instruction Program, Manhattan, Kansas 66502)

e. Transparencies
- Sandwiches
- Sandwich Variety
- Sandwich Making Rules
- Multiple Sandwich Making
- Sandwich Garnishes
- Sandwich Storage (From NASCO Home Economics Catalog, 901 Janesville Ave., Fort Atkinson, Wisconsin 53538)

PROCESS SHEET (Continued)

III. Activities

1. Make HERO sandwiches and sell at ball games as a money-making project.
2. Using discarded bread from grocery or bread stores, have students practice cutting sandwiches. Pieces may then be arranged on plates to practice plating techniques.
3. Using 4½" squares of paper, have students practice sandwich cuts. Direct students to draw in the cuts and then separate with scissors. Practice various arrangements.
4. Cut 4½" squares from colored construction paper. Use one color each to represent bread, spread, and filling. Have students use to practice directions on preparing multiple numbers of sandwiches.
5. Duplicate information for wrapping sandwiches (See resource item). Present to class. Have students practice using waxed paper and old bread or paper squares.
6. Duplicate information on assembly line and multiple stack method of preparing sandwiches (See Modern Sandwich Methods, Consumer Service Department, American Institute of Baking, 400 E. Ontario St., Chicago,IL 60611). Present to class and have students practice methods using cardboard cutouts from numbers (3) and (4) above.

PRE-TEST

Prepare Sandwiches

Directions: Read the following statements carefully. If correct, write "True" in the blanks provided; if incorrect, write "False."

_____ 1. Bread used for sandwich making should be day-old to prevent tearing.

_____ 2. A spread is used to prevent a sandwich filling from making the bread soggy.

_____ 3. Two methods of preparing hot sandwiches are grilling and toasting.

_____ 4. Moist sandwich fillings contain pickles and chopped eggs to hold the ingredients together.

_____ 5. A Dipper is used to portion moist sandwich fillings.

_____ 6. A ruler may be used to portion dry sandwich fillings.

_____ 7. A spatula is used to spread moist sandwich fillings.

_____ 8. Toasted sandwiches are prepared in/on the oven.

_____ 9. Grilled sandwiches are prepared in/on the oven.

_____10. The filling should be 1/3 to 1/2 of the total weight of the sandwich.

_____11. When preparing several sandwiches at one time, the worker should work from left to right and from back to front of counter.

_____12. A worker should wear plastic gloves while preparing sandwiches to avoid spreading bacteria.

_____13. Only enough sandwich filling should be prepared at one time to serve through the next day.

_____14. An open-faced sandwich contains only one slice of bread topped with filling.

_____15. Melted butter is used for open-faced sandwiches.

_____16. Sandwiches should be cut on a counter top.

_____17. Plating refers to how a sandwich is placed on a plate.

_____18. Garnishes are used to decorate sandwiches.

_____19. Toothpicks may be used to hold cut pieces of sandwiches together.

_____20. Hot sandwiches containing a sauce/gravy are portioned on the plate.

STUDENT GUIDE SHEET

*Directions: To Students: Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheets #1 and #2.
4. Read and study information sheet #2.
5. Complete activities #1 and #2.
6. Read and study information sheet #3.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Bacteria - Germs or microorganisms.
2. Cold Cuts - Sandwich meats such as bologna, ham, liver loaf, spiced luncheon loaf, etc. which are usually sliced.
3. Condiments - Items for a sandwich such as mustard, relish, catsup, horseradish, etc.
4. Open-Faced - Method of serving sandwich where both pieces of bread are placed on the plate and filling is fully visible; may contain only one piece of bread.
5. Spreader - Metal spatula used to cover bread with filling.
6. Variety Meats - Formed sandwich meats made from ground-up pieces of meat; examples include bologna, weiners, spiced luncheon loaf, etc.

#1 INFORMATION SHEET

A SANDWICH is food served on one or more slices of bread.

There are several reasons why sandwiches are so popular. Restaurant owners like them because most are quick and easy to prepare. Customers like sandwiches because they are filling and easy to eat, they can be purchased quickly, and they are usually low in cost.

By changing the ingredients of a sandwich slightly, many different sandwiches may be prepared. Sandwiches may be served alone or with other food items such as french fries, potato chips, soup or salads.

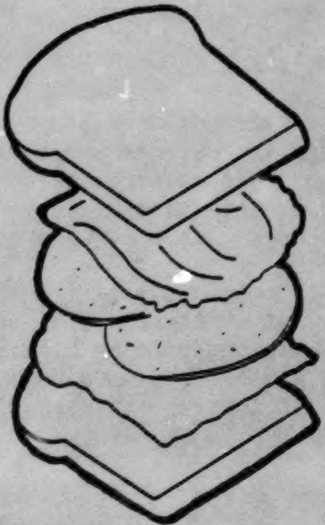
Types of Sandwiches

I. Hot
   a. May be grilled or toasted
   b. May contain sauce or gravy
   c. Examples include hot roast beef or pork, barbecued beef or pork, grilled cheese, grilled ham and cheese, hamburgers, steak sandwiches, hot chicken or hot turkey sandwiches.

II. Cold
   a. Plain cold sandwiches using cold cuts or cheese
   b. Cold sandwiches with moist fillings or spreads
   c. Examples include cold cuts, cheese, peanut butter and jelly, tuna salad, chicken salad, and egg salad sandwiches.
   d. May have special names, such as hoagie, submarine, Reuben, etc.

Basic Ingredients

1. Bread
2. Spread
3. Filling
4. Garnish



(22) T.8
S.3

Breads

-Day-old bread perferred; will not tear as easily as fresh bread.
-Should have an even texture with no holes.
-Should be at least 4½" square and ¼ to ½" thick.
-Store bread at room temperature on a movable storage rack.
-Store soft-crusted breads in original wrappers.
-Expose hard-crusted breads to dry air.
-Examples:
    Sliced - White, whole wheat, rye, pumpernickel, raisin, sour dough and French.
    Rolls - Hard, soft, sesame seed, round or frankfurter style.

Spreads

-Purpose: to form protective coating so filling does not soak through bread.
-Softened butter and margarine most commonly used. Creamed cheese and peanut butter may also be used.
-May be creamed with electric mixer for easier spreading.
-Refrigerate spreads when not in use.
-Do not use any sandwich spreads allowed to stand at room temperature for two or more hours.

Dry Fillings

-Using meat slicer, thinly slice meats, cheese and tomatoes to be used.
-Using small scales, portion sliced meats. Cross stack with paper liner between each portion.
-Wash lettuce thoroughly and separate leaves.
-Wash and slice any other vegetables to be used.
-Some ingredients may be chopped or ground. Follow recipe directions.
-Use pre-made hamburger patties, OR portion ground meat using scales. Form into patties.
-Place all prepared fillings in storage containers and refrigerate until used.

Moist Fillings

-Use amounts and sizes of ingredients that hold together well.
-Weigh or measure ingredients correctly.
-Exact amounts of mayonnaise or salad dressing may not be given. Small amounts should be added and mixed in until filling is properly moistened.
-Filling is properly moistened when it will spread easily, but will not make bread soggy.
-Fillings should contain one part chopped vegetables and one part pickles to four parts meat or other protein food.
-Adding pickles, lemon juice or olives improves the flavor of most moist fillings and helps slow down bacterial growth.
-Store fillings in small containers with tight-fitting lids.

INFORMATION SHEET #1 (Continued)

-Take special care in refrigerating (45°F or lower) moist fillings promptly. Food poisoning bacteria can develop rapidly in this type of food product.

*NOTE: All fillings should be 1/3 to 1/2 the total weight of the sandwich.

Sandwich Making Equipment

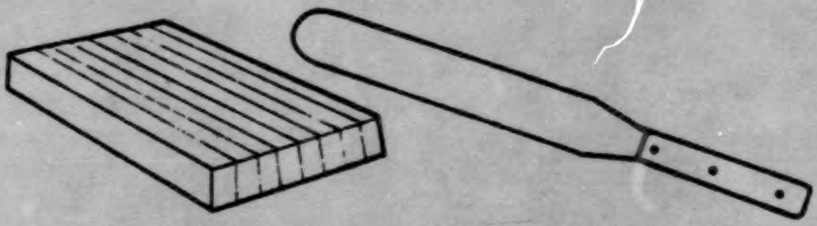
-Clean working surface or counters: used to prepare sandwiches on.
-Cutting board: used to cut sandwiches on.
-French knife: used for cutting sandwiches.
-Plastic gloves: should be worn by worker while making sandwiches.
-Sandwich bags or waxed paper: used for wrapping and storing sandwiches not used immediately.
-Scoops or dippers: used for portioning moist sandwich fillings.
-Spatula: used for spreading bread spread and moist sandwich fillings.
-Storage pans: used for holding sandwich fillings, spreads, condiments and garnishes. May also be used for storing prepared sandwiches. (Should have tight fitting lids.)
-Trays: used in preparing toasted sandwiches.

Assembling Supplies

-Gather all ingredients and supplies before beginning.
-Place containers of ingredients toward back of work counter,but within reaching distance.
-Place ingredients from left to right, in the order they will be used.
-Place scoops or dippers in pans of filling they will portion.
-Place any other equipment at right end of counter.
-If preparing toasted sandwiches, place trays near center of counter, in front of ingredients.

Sandwich Making Tips

-Learn to work with both hands.
-Work from left to right (reverse for left-handed worker) and from back to front of counter.
-Handle bread and sandwich filling as little as possible.
-Always use plastic gloves while working.
-Never use ingredients that have been dropped on the floor.



CONSUMABLE

WORKSHEET #1

Directions: (1) Identify each of the sandwich fillings listed below as to type of filling they are (dry, moist, dry with sauce/gravy).

AND

(2) Identify each of the sandwich fillings listed below as to the type of sandwich they are used on (hot or cold).

NOTE! Each blank should contain two letters.

Sandwich Fillings

_____ 1. chicken salad

_____ 2. bologna

_____ 3. fish

_____ 4. roast beef (open-faced)

_____ 5. barbecue

_____ 6. cheese

_____ 7. egg salad

_____ 8. grilled cheese

_____ 9. submarine

_____10. hamburger

_____11. sliced turkey

_____12. bacon

_____13. hot dog

_____14. steak sandwich

_____15. tuna salad

Filling Types

A. Dry

B. Moist

C. Dry with sauce/gravy

Sandwich Types

d. Hot

e. Cold

WORKSHEET #2

I. Listed below are 5 items used in preparing sandwiches. In the space provided, describe the proper use of or reason for using each.

1. French knife -

2. Plastic gloves -

3. Scoops or dippers -

4. Spatula -

5. Waxed paper or sandwich bags -

II. In the space provided, explain what should be done to each of the following ingredients before placing them on a sandwich.

1. Whole tomatoes -

2. Head of lettuce -

3. 5 lb. ground hamburger -

4. Block of cheese -

5. Margarine -

#2 INFORMATION SHEET

Assembling Cold Sandwiches (in quantity)

1. Have spread, filling, and garnish ready to use.

2. Arrange bread slices in rows, 4 rows of 10 slices each. Adjust number of rows and slices according to number of sandwiches being made.

3. Working from left to right and from back to front, cover all bread slices to the edges with spread.

4. Using both hands, portion filling on bread.
   a. For dry filling - arrange slices or pieces on bread. Filling should not hang over edges of bread.
   b. For moist filling - portion with dipper or scoop. Place in center of bread. With a spatula, make one stroke away from you and one stroke toward you to spread filling to edges. (This will take some practice!)

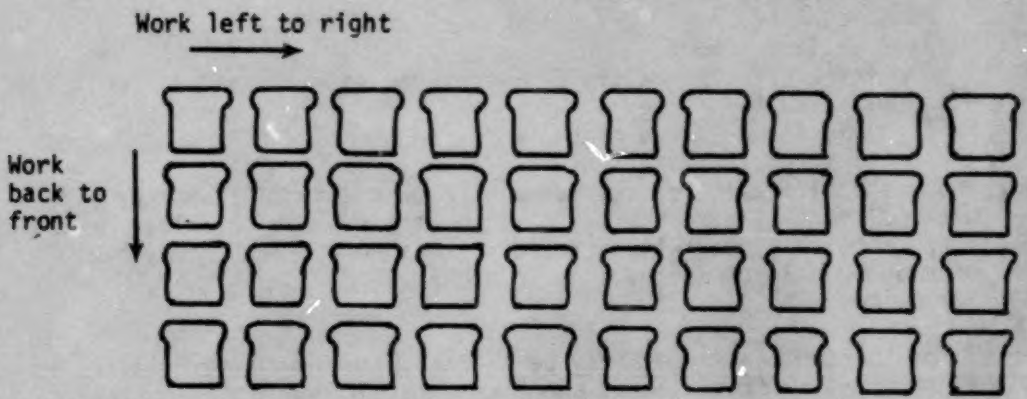
5. If lettuce is used, arrange leaf on filling.

6. Place plain buttered slices of bread on the filled slices.

7. Stack several sandwiches together and cut with a sharp French knife.

8. To keep sandwiches fresh, place in sandwich bags or waxed paper place sandwiches in storage pans on damp towel covered with waxed paper and cover completely with more waxed paper and a damp towel.

9. Refrigerate until serving time.



Assembling Hot Sandwiches

1. Have spreads, fillings, sauces and garnishes ready to use.

2. If filling more than one order, arrange bread in rows. For sandwiches with sauces/gravies, bread should be placed on serving plate. Bread may be toasted before using, or warmed in steam table.

3. To toast buns on grill, pre-heat grill at 300°F. Butter insides (faces) of bun halves or leave plain. Place face down on grill and heat 2 to 3 minutes. DO NOT flatten.

4. Working from left to right and from back to front of rows, cover all bread slices to the edges with spread.

5. Place prepared sliced meats, hot dogs, hamburgers or barbecue/chili type fillings on bread. Ladle on gravy or sauce as needed. Portion all fillings as indicated in recipe.

6. Top with second slice of bread or bun half. Most sandwiches with sauces/gravies are served open-faced. This means they contain only one slice of bread, and the filling is served on top of it.

7. Garnish and serve, OR wrap and store under warmer until served.

Grilling and Toasting Sandwiches

Many combinations of ingredients may be used for a toasted sandwich. For a grilled sandwich, the filling is placed between two slices of bread, the outsides brushed with butter or margarine, and the sandwich browned on a grill or in a skillet.

Steps in making a grilled sandwich:

1. Preheat grill to 350°F.
2. Put melted shortening on grill or coat one side of sandwich well with melted butter.
3. Fill grill, from left to right, with sandwiches. Fill the back of the grill first.
4. While the first side of the sandwich browns, spread the other side with melted butter. This may be done with a brush or roller.
5. Turn sandwiches over with a broad spatula when brown (about two minutes) and allow second side to brown.
6. Serve immediately.

Bread for toasted sandwiches may be toasted before or after filling is added. A crisp or fresh ingredient like tomatoes or lettuce must be added after the sandwich is toasted, or it will appear wilted.

Preparing Hamburger Sandwiches

A. Preparation

1. Hamburger can be purchased either fresh or frozen. Fresh hamburger should not be kept for more than 24 hours before using.

2. To form patties from fresh hamburger, use the scales or a scoop. This way, all patties will be the same size.

3. Frozen hamburgers are already portioned and pressed. They are packaged in boxes and separated by sheets of waxed paper.

4. Pre-formed hamburgers cook faster and are more convenient to use in quantity cooking. When thawed, they usually cook in four minutes (two minutes each side). Frozen patties will take more time.

5. While preparing hamburgers, use a turner or wide spatula to turn patties. Never use a fork; it will puncture the meat, and the juices will be lost.

B. Serving

1. Place the bottom half of the bun on the plate. Using a spatula, place the hamburger pattie on the bun and top it with the other bun half.

OR

2. Place the open bun, toasted side up, on the plate. On one side of the bun, place the hamburger pattie. On the other side, place a piece of lettuce, tomato and onion. Serve open-faced.

OR

3. Open the buns and place the bottom halves in rows. Place hamburger patties on the bottom half, and top with the other half. Wrap immediately. Hamburgers must be served at once or kept warm by some type of warming device.

4. Suggested garnishes to serve with hamburgers include pickles, catsup, mustard, tomatoes, lettuce and onions.

ACTIVITY #1

Directions: Prepare at least one cold sandwich recipe, plain or moist, as directed in any standardized quantity foods recipe (see for example, Submarine Sandwiches or Chicken Salad Sandwiches in Food For Fifty). Your instructor will evaluate your performance and final product(s).

ACTIVITY #2

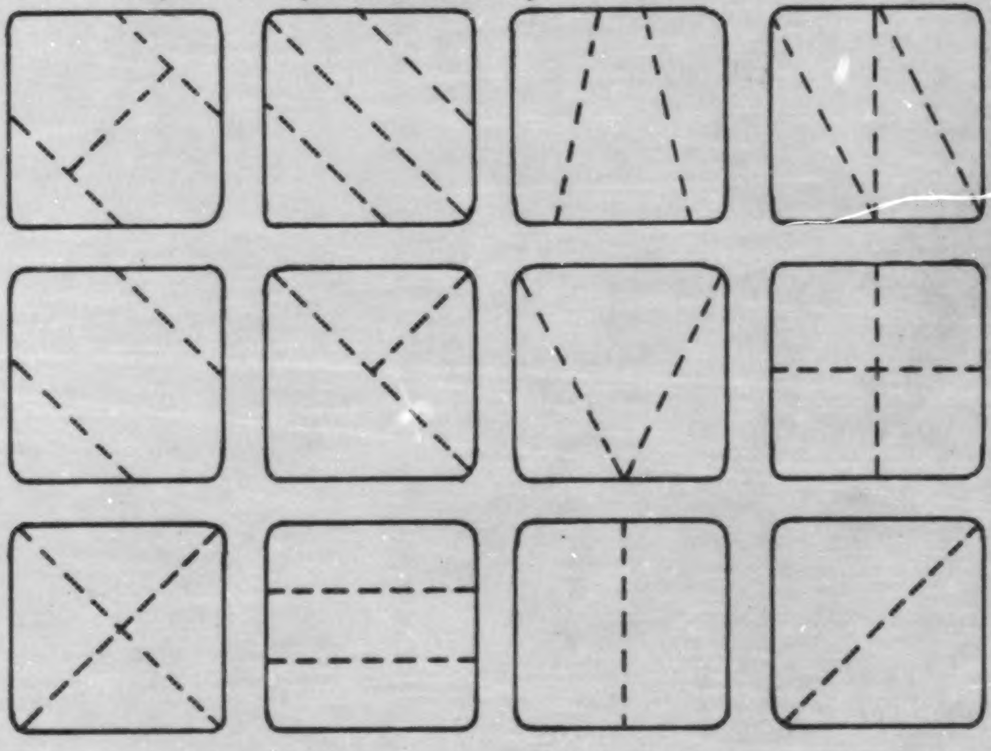
Directions: Prepare at least one hot sandwich recipe, grilled/toasted or containing sauce/gravy, as directed in any standardized quantity foods recipe (see for example, Oven-Baked Hamburgers or Hot Roast Beef Sandwiches in Food For Fifty). Your instructor will evaluate your performance and final product(s).

#3 INFORMATION SHEET

Cutting Sandwiches

1. Sandwiches are usually cut for sales appeal and convenience in eating. They may be cut in a variety on interesting shapes and sizes.

Below are examples of ways sandwiches may be cut: *



2. The type of sandwich, the filling used and how it is to be served will determine how the sandwich is cut.
3. Meat sandwiches should be cut with a French chef's knife. Softer sandwiches may be cut with a bread knife.
4. Always cut sandwiches on a cutting board or surface specifically made for this purpose.
5. Toothpicks may be used to hold sandwich tops and bottoms together when a sandwich is cut into several pieces.

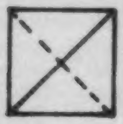
INFORMATION SHEET #3 (Continued)

Plating Arrangements

It is important that the food given to a customer be arranged in an attractive manner. Food that looks nice will be enjoyed much more than food that is served unattractively.

How food is arranged on a plate may be referred to as plating. The following pictures give some suggestions for plating sandwiches cut by each of the examples in "Cutting Sandwiches."

I.



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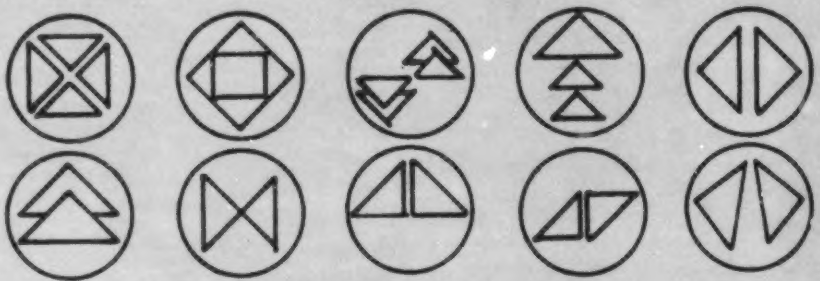
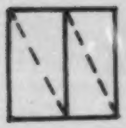


Arrangements

II.



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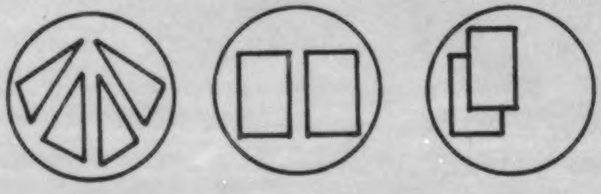
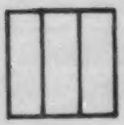


Arrangements

III.



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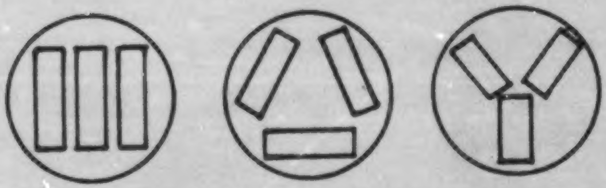
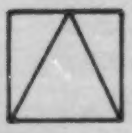


Arrangements

IV.



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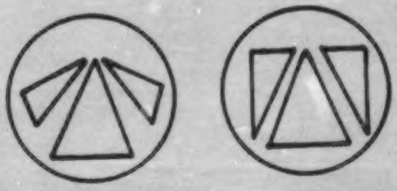
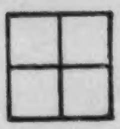


Arrangements

INFORMATION SHEET #3 (Continued)

V.



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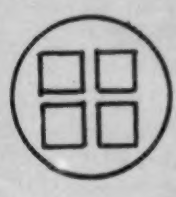
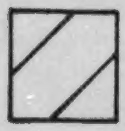


Arrangements

VI.



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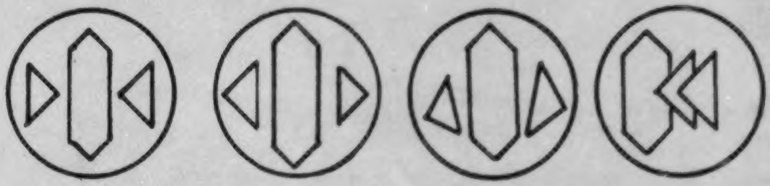
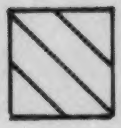


Arrangements

VII.



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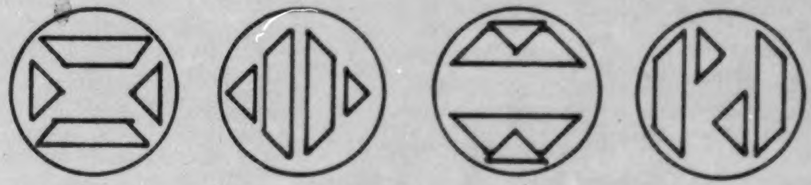
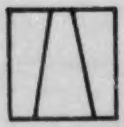


Arrangements

VIII.



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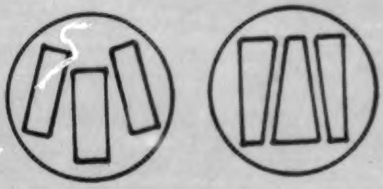
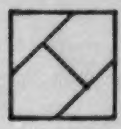


Arrangements

IX.



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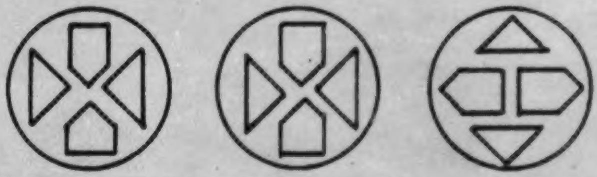


Arrangements

CONSUMABLE

POST-TEST

Prepare Sandwiches

Directions: Read the following statements. If the statement is true, write "+" in the blank beside it. If the statement is false, place "o" in the blank.

_____ 1. The bread should be 1/3 to 1/2 of the total weight of a sandwich.

_____ 2. Melted butter is used to seal the bread and keep it from getting soggy.

_____ 3. A worker should learn to use both hands when preparing sandwiches.

_____ 4. All sandwich fillings should be ready to use before starting to assemble sandwiches.

_____ 5. Workers should wear plastic gloves while preparing sandwiches.

_____ 6. Moist sandwich fillings are portioned with scales.

_____ 7. Sandwich fillings should only be stored in small storage containers with tight-fitting lids.

_____ 8. Sandwich fillings that have stood at room temperature for two hours or more should not be used.

_____ 9. When preparing several sandwiches at one time, each sandwich should be completed before beginning the next sandwich.

_____10. An open-faced sandwich may contain only one slice of bread with the filling placed on top.

_____11. To toast the insides of a bun, the bread is spread with melted butter and cooked on the grill.

_____12. Toasted sandwiches are prepared under the broiler.

_____13. To prepare grilled sandwiches, the filling is placed between the bread before it is placed on the grill.

_____14. Sandwiches should not be cut so they will be easier to hold.

_____15. Sandwiches should be cut on a cutting board.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Sandwiches

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	Cold Sandwiches			Hot Sandwiches		
I. Performance	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product						
-Ingredients are fresh.						
-Is moist, not dripping.						
-Filling is evenly spread.						
-Is easily handled.						
-Is flavorful.						
-Is correctly portioned.						
-Is correctly plated.						
-Is attractively garnished.						

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) False, (2) False, (3) True, (4) False, (5) True, (6) False,
(7) True, (8) True, (9) False, (10) True, (11) True, (12) True,
(13) True, (14) True, (15) False, (16) False, (17) True, (18) True,
(19) True, (20) True

WORKSHEET #1

(1) B, e; (2) A, e; (3) A, d; (4) C, d; (5) C, d; (6) A, e; (7) B, e;
(8) A, d; (9) A, e; (10) A, d; (11) A, d or e; (12) A, d; (13) A, d;
(14) A, d; (15) B, e

WORKSHEET #2

I. (1) Used for cutting meat sandwiches.
(2) Should be worn by worker while preparing sandwiehs.
(3) Used for portioning moist sandwich fillings.
(4) Used for smoothing spread and moist fillings on bread.
(5) Used to wrap sandwiches

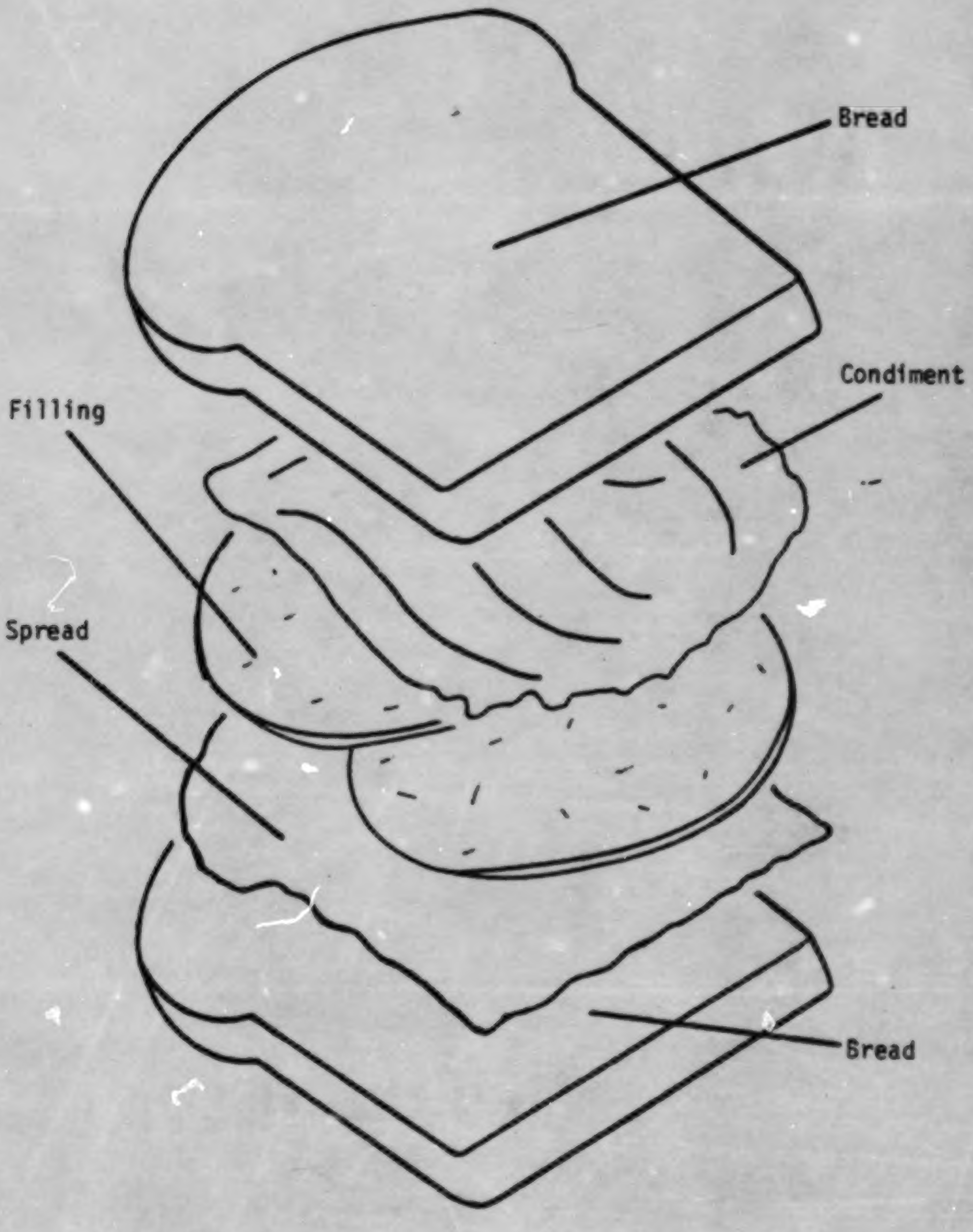
II. (1) Wash, slice
(2) Wash, separate leaves
(3) Portion into patties
(4) Slice on meat slicer
(5) Cream for spread

POST-TEST

(1) -, (2) -, (3) +, (4) +, (5) +, (6) -, (7) +, (8) -, (9) -,
(10) +, (11) +, (12)+, (13) +, (14) -, (15) +

RESOURCE ITEM

BUILDING A SANDWICH

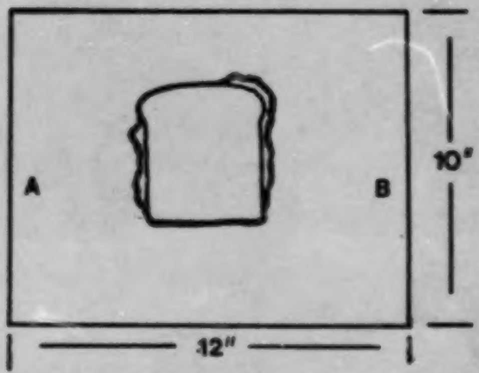

Bread
Condiment
Filling
Spread
Bread

TRANSPARENCY
MASTER

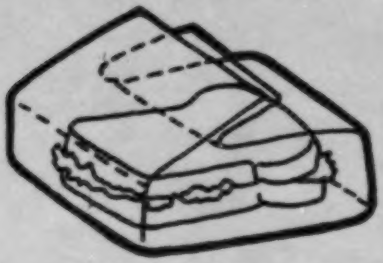
RESOURCE ITEM

Wrapping Sandwiches

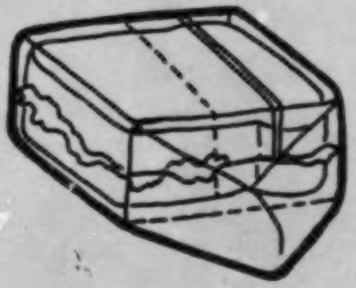
1. Center sandwich on a rectangular piece of wraping paper 10" X 12".



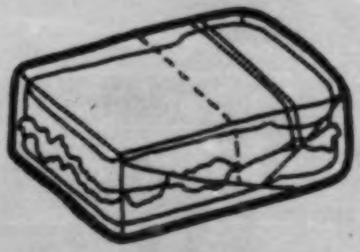
2. Fold two sides of the wrap together over center of the sandwich. Pull tightly and fold paper over to make a pleat. Fold pleat over top of the sandwich to make it tight and smooth.



3. Press the two remaining ends of wrapping paper against the ends of the sandwich. Make triangles with the ends as shown.

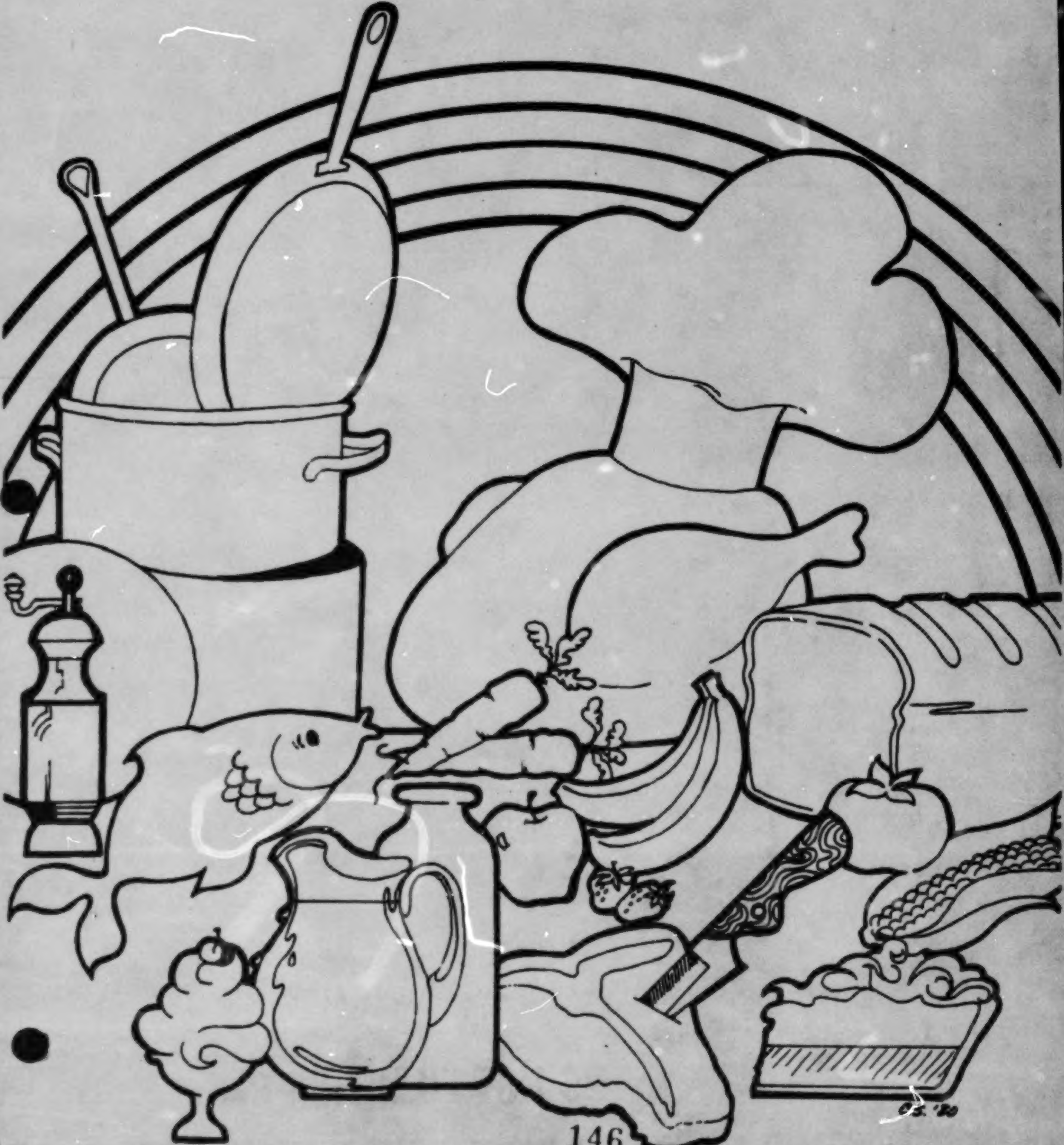


4. Tuck ends under the sandwich to complete wrapping process.



Food Service Worker

MODULE 23: VEGETABLES



VEGETABLES

Competence Area: F. Food Preparation

Competency Statement: 5.00 Prepare Vegetables

Tasks:	.01 Prepare vegetables by:	Level
	a. Steaming/Boiling	Basic
	b. Baking	Basic
	c. Broiling/Grilling	Basic
	d. Frying	Basic
	e. Marinating	Basic
	f. Reconstituting dehydrated	Basic

Specific Student Performance

Given standardized recipes and necessary supplies, the student will demonstrate at least three methods of vegetable preparation (steaming/boiling, baking, broiling/grilling, frying, marinating or reconstituting dehydrated vegetables). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-14, 16-18

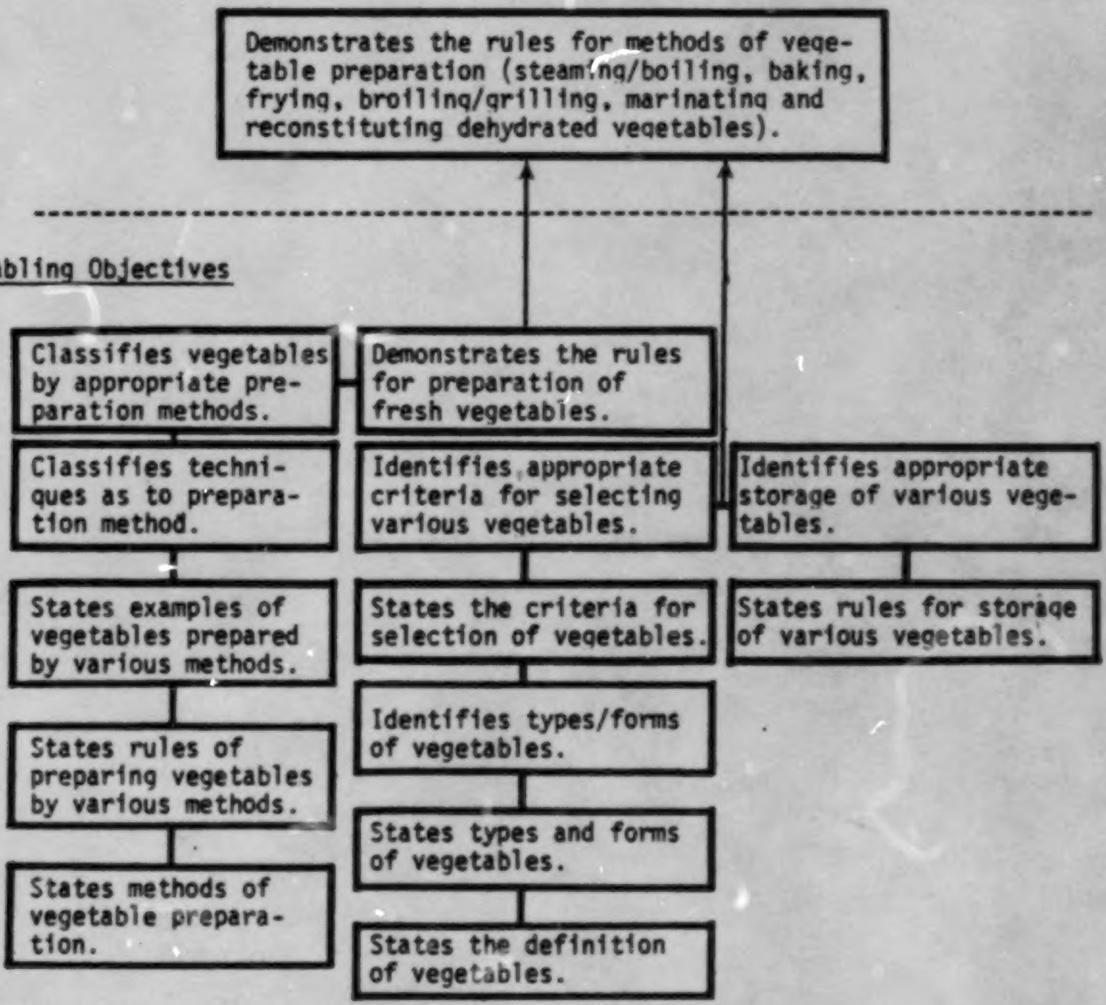
(23) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will demonstrate at least three methods of vegetable preparation (steaming/boiling, baking, broiling/grilling, frying, marinating or reconstituting dehydrated vegetables). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for methods of vegetable preparation (steaming/boiling, baking, frying, broiling/grilling, marinating and reconstituting dehydrated vegetables).

Enabling Objectives

Classifies vegetables by appropriate preparation methods.

Classifies techniques as to preparation method.

States examples of vegetables prepared by various methods.

States rules of preparing vegetables by various methods.

States methods of vegetable preparation.

Demonstrates the rules for preparation of fresh vegetables.

Identifies appropriate criteria for selecting various vegetables.

States the criteria for selection of vegetables.

Identifies types/forms of vegetables.

States types and forms of vegetables.

States the definition of vegetables.

Identifies appropriate storage of various vegetables.

States rules for storage of various vegetables.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read directions and objectives for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheets #2 and #3. Consumable.
8. Read and study information sheet #3.
9. Complete activity #1.
10. Read and study information sheet #4.
11. Complete activity #2.
12. Read and study information sheet #5.
13. Complete activity #3.
14. Request post-test from instructor - complete. Consumable.
15. Turn completed work in to instructor.
16. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce the unit, direct students to complete pre-test.
2. Go over objectives and vocabulary words with group.
3. Make information sheet #1 into transparencies to show pictures of vegetables. Discuss the color, name, and part of plant from which they come.
4. Direct students to complete worksheet #1.
5. Discuss information sheet #2. Have good and poor examples available for students.
6. Direct students to complete worksheets #2 and #3.
7. Have a wide variety of vegetables available to discuss pre-preparation techniques. Allow students to pre-prepare several vegetables.
8. Discuss information sheets #3- 5. Use transparency of chart on preparation of vegetables by the appropriate methods (see resource item).
9. Divide class into small groups to practice and demonstrate, to the class, the methods of vegetable preparation.
10. Direct students to complete post-test. Collect and evaluate.
11. Direct each student, when ready, to request the final checkout performance evaluation .

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

PROCESS SHEET (Continued)

Alternatives - Enrichment

I. Suggested Readings

- a. Exploring Professional Cooking, 1980 edition.
- b. Practical Cookery, 1975 edition.
- c. Elements of Food Production and Baking, 1978 edition.
- d. Food Service Careers, 1979 edition.

II. Audio-Visual Aids

a. Filmstrips
- Frying Fundamentals (From Crisco, P.O. Box 136, Maple Plains, MN 55348)
- Vegetable Treasures (From Vitamin Information Bureau, Washington, D.C.)
- Guide to Vegetables (From Kraft Foods, Inc., 500 North Peshtigo Court, Chicago, IL 60611)
- Maintaining Garden Freshness in Fruits and Vegetables (From U.S. National Audio Visual Center, Washington, D.C. 20409)
- The Ballard of Pepper Dan (From Dr. Pepper Company, Consumer Service Department, Box 5086, Dallas, TX 75222)
- Food Preparation: Vegetables Preparation Procedures and Cooking Methods (From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
- Kitchen Tools: Tools to Make Food Attractive
- Vegetariarism, Healthful Eating (From Career Aids, Inc., 8950 Lurline Ave., Dept. V14, Chatsworth, CA 91311)
- Cooking Vegetables (From National Educational Media, Inc.)

b. Films (16 mm)
- The Eyes Have It (From National Potato Council, 907 Clayworth Drive, Manchester, MO 63011)
- Potato Appeal (From Union Pacific Railroad, Department of Agricultural Development, 1416 Dodge Street, Omaha, NB 68102)
- Pre-Preparation of Vegetables (From Ohio State University, Motion Picture Division Film Library, 113 Townsend Hall, Columbus, OH 43210)

- Mashed Potatoes The Modern Way
- Aristocrat of the Green Bean Family
  (From Modern Talking Picture Service, 714 Spring Street, NW, Atlanta, GA 30308)

c. Filmloop - Celery Preparation
(From Eye Gate, Jamaica, NY 11435)

d. Posters - Versatile Vegetables
(From Green Giant Food Company)

e. Transparencies - Food Basics: Vegetables and Fruits
(From Career Aids, Inc., 8950 Lurline Ave., Dept. V14, Chatsworth, CA 91311)

III. Activities

1. Select a number of vegetables which often are served raw. Wash them thoroughly and cut them into attractive shapes for serving. Arrange them on a tray and serve them with a dip.
2. Place two leaves of leaf lettuce on two different plates. Place one in the refrigerator and leave the other on a table or counter. After one hour, compare the two samples and explain your observations.
3. Select one vegetable which is available in fresh, frozen, canned and dried forms. Prepare each product following the vegetable cookery principles given. Evaluate the cooked products, comparing appearance, color, texture and flavor. Which do you prefer? Why?
4. Schedule tour of produce purveyor.
5. Demonstrate the correct method of preparing vegetables.
6. Divide into groups. Assign one vegetable preparation method to each group. Using the prepared vegetables, set up a vegetable buffet. Compare the flavor, color and texture of the cooked products.
7. Have a class discussion on vegetables from the farmer's viewpoint; include storing, preparing, and serving them.
8. Ask students to find pictures of vegetables that are not often eaten by their families. Have them research recipes for preparing this vegetable.
9. Ask students to give a report on a vegetable. They should include history, production, varieties, qualities to look for, nutrients, and method of preparation/serving. Have them prepare this vegetable in a unique way and serve it to the class.

PROCESS SHEET (Continued)

10. Have students compare cost, taste, and time for preparation of the following: frozen green peas in cream sauce, canned green peas with canned cream sauce, and fresh green peas with homemade cream sauce.
11. Ask students to select an entree and add vegetables that will give variety to the meal. Students should keep in mind the need for color, texture, size, shape, and flavor complements.
12. Have students list five snacks that can be created from vegetables. How do these compare with other snacks in terms of calories and nutrients?

CONSUMABLE

PRE-TEST

Prepare Vegetables

I. Read each statement below carefully. If the statement is true, write "T" in the blanks provided; if false, write "F".

_____ 1. Vegetables are classified according to the part of the plant they come from, their color or flavor.

_____ 2. An acceptable (good) quality vegetable should be firm, crisp and pale in color.

_____ 3. Marinade helps develop flavor in mild-flavored vegetables.

_____ 4. Raw vegetables may turn brown when cut and left open to the air.

_____ 5. Frozen vegetables should be stored at 0^{0}F or below.

_____ 6. Dried beans should be placed in salt water before cooking.

_____ 7. Vegetables which are baked in their skins should be served quickly when done.

_____ 8. Broccoli comes from the leaf part of a plant.

_____ 9. Vegetables may have a strong, sweet or mild flavor.

_____10. Dehydrated vegetables are high in water content, stored in the refrigerator.

_____11. Canned vegetables, packed in salt or plain water, should be stored in a cool, dry place.

_____12. Vegetables to be fried should be cut into large pieces to cook quickly.

_____13. Vegetables should be cooked as close to serving time as possible.

_____14. Frozen vegetables should be partially thawed before cooking.

_____15. Small amounts of water are used in boiling/steaming vegetables.

PRE-TEST (Continued)

II. Match the vegetables on the left with **both** its "part of the plant" and its color. Write your answers in the blanks provided. NOTE! Each blank should contain at least two letters.

Vegetables

______ 1. Radishes
______ 2. Celery
______ 3. Cauliflower
______ 4. Onions
______ 5. Potatoes
______ 6. Lettuce
______ 7. Beets
______ 8. Garlic
______ 9. Carrots
______10. Parsley

Parts of Plant

A. Bulbs
B. Flowers
C. Fruits
D. Leaves
E. Roots
F. Seeds
G. Stems
H. Tubers

Color

i. green
j. red
k. orange
l. white
m. yellow

III. List two examples of a vegetable that may be prepared by each of the following cooking methods.

	#1	#2
1. Baking -	______________	______________
2. Steaming -	______________	______________
3. Grilling -	______________	______________
4. Marination -	______________	______________
5. Frying -	______________	______________

STUDENT GUIDE SHEET

*Directions: To Student Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheets #2 and #3.
6. Read and study information sheet #3.
7. Complete activity #1.
8. Read and study information sheet #4.
9. Complete activity #2.
10. Read and study information sheet #5.
11. Complete activity #3.
12. Request post-test from instructor - complete.
13. Turn completed work in to instructor.
14. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Marinate - To let stand in a seasoned mixture for added flavor.

2. Pigment - Coloring matter of a plant or food item.

3. Pungent - Of strong flavor or odor.

4. Reconstitute - To return to original form.

5. Succulent - Young and tender.

6. Vegetables - Those plants or parts of plants that are served, either raw or cooked, as part of the main course of a meal.

#1 INFORMATION SHEET

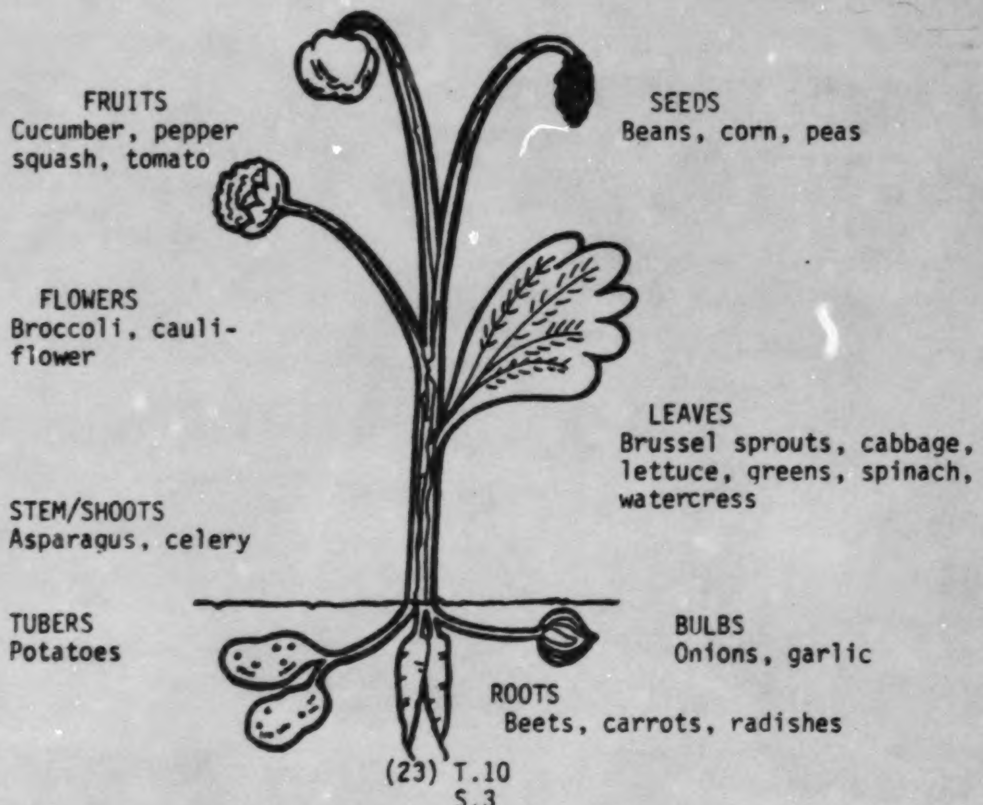
Any type of restaurant that serves complete meals must consider five main factors when deciding what to offer: color, texture (how does it feel), flavor (is it strong or mild), variety (how it is prepared), and nutritional value. This task is made easier by the use of vegetables.

A vegetable is a plant - or part of a plant - that may be served raw or cooked usually as part of the main course of a meal. Vegetables may be classified by any one of four methods:

1. the part of the plant from which they come
2. the color of their skin
3. their flavor (whether mild or strong)
4. their method(s) of preparation

Parts of a Plant

In the illustration below, you can see eight parts of a plant and the types of vegetables that come from each.


FRUITS
Cucumber, pepper squash, tomato
SEEDS
Beans, corn, peas
FLOWERS
Broccoli, cauliflower
LEAVES
Brussel sprouts, cabbage, lettuce, greens, spinach, watercress
STEM/SHOOTS
Asparagus, celery
TUBERS
Potatoes
BULBS
Onions, garlic
ROOTS
Beets, carrots, radishes

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S.3

INFORMATION SHEET #1 (Continued)

Color of Vegetables

The outer color of a vegetable which you can see is caused by a pigment (like the one in your skin). Vegetables may have one of four pigments:

WHITE - Cauliflower, potatoes, mushrooms, white turnips, parsnips

YELLOW (ORANGE) - Carrots, pumpkin, some squash, sweet potatoes, corn, rutabagas

RED - Tomatoes, beets, radishes, red peppers, red cabbage, pimiento

GREEN - Broccoli, asparagus, peas, green peppers, brussel sprouts, green beans, spinach, cabbage

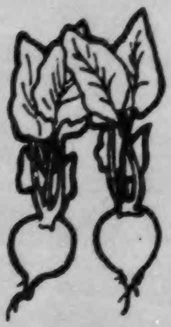
Flavor of Vegetables

Vegetables may have a strong flavor (for example, an onion), a mild flavor (for example, green beans or peas), or a sweet flavor (for example, corn). The different flavors may be added together to produce a pleasing combination.

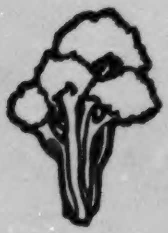
Methods of Preparing Vegetables

(see information sheets that follow)

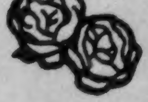
On the following pages are some pictures of the most common vegetables. Learn to identify them.



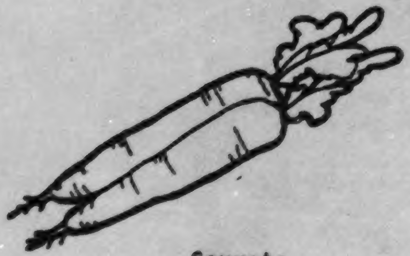
Beets



Broccoli

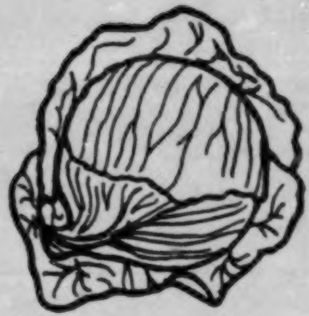


Brussel Sprouts

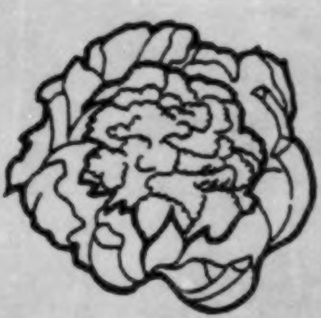


Carrots

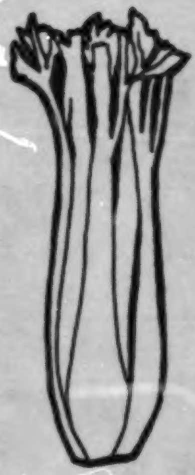
INFORMATION SHEET #1 (Continued)



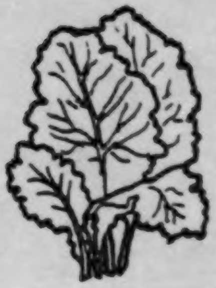
Cabbage



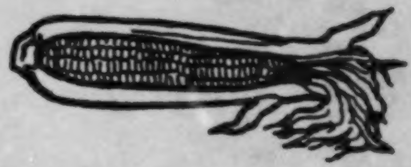
Cauliflower



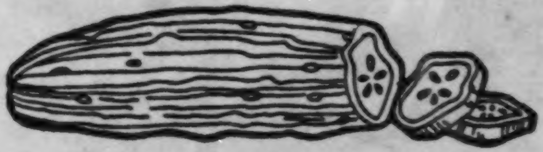
Celery



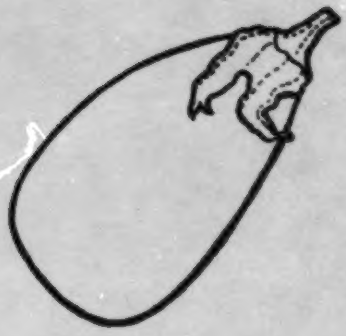
Collards



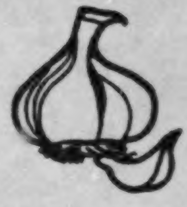
Corn



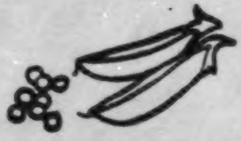
Cucumber



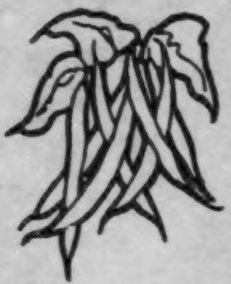
Eggplant



Garlic

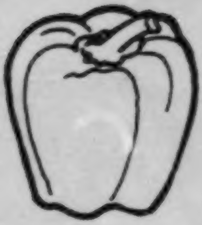


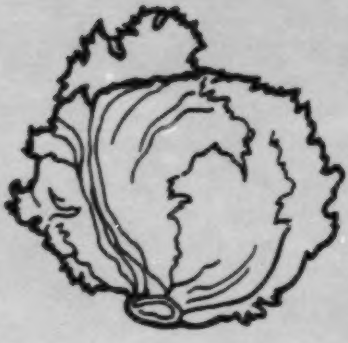
Green Peas

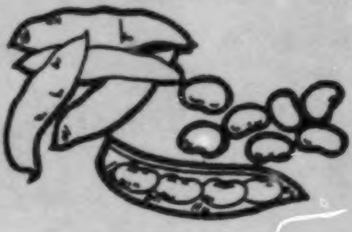


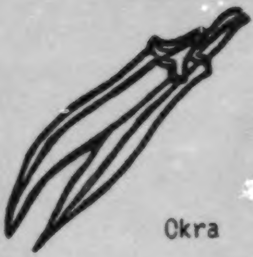
Green Snap Beans

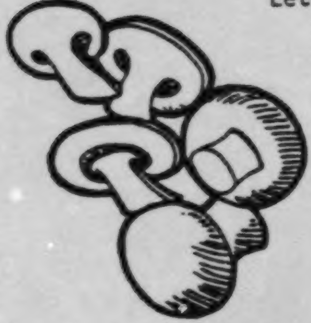
INFORMATION SHEET #1 (Continued)

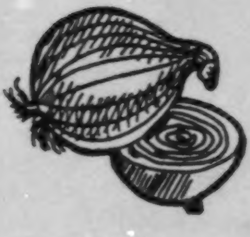

Green Peppers

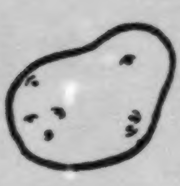

Lettuce

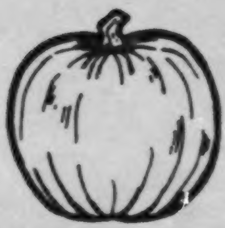

Lima Beans

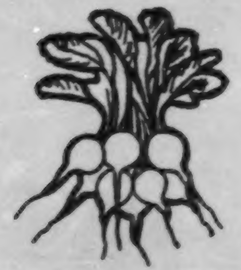

Okra


Mushrooms

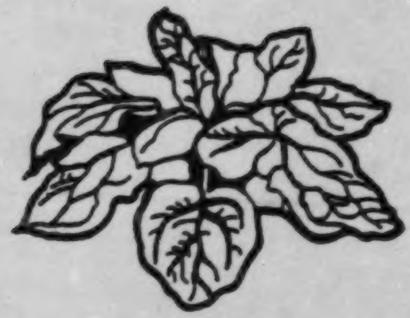

Onions


Potato

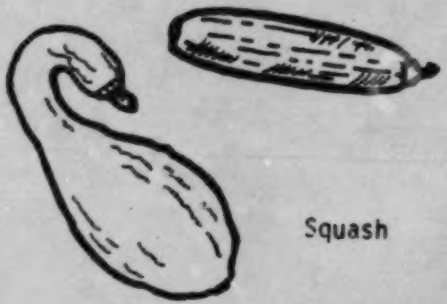

Pumpkin


Radishes

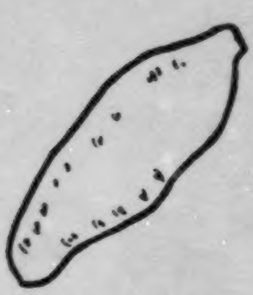
INFORMATION SHEET #1 (Continued)



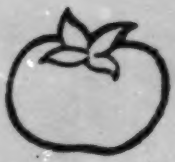
Spinach



Squash



Sweet Potato



Tomato

CONSUMABLE

WORKSHEET #1

Directions: For each of the vegetables listed, write in the correct column the plant part from which it comes (fruit, seed, flower, leaf, stem, tuber, bulb or root), its color, (white, yellow, red or green) and its flavor (mild, strong or sweet).

Vegetables	Plant Parts	Color	Flavor
1. Asparagus			
2. Beans			
3. Beets			
4. Broccoli			
5. Brussel sprouts			
6. Cabbage			
7. Carrots			
8. Cauliflower			
9. Celery			
10. Corn			
11. Cucumber			
12. Garlic			
13. Lettuce			
14. Mustard greens			
15. Onions			
16. Peas			
17. Peppers			
18. Potatoes			
19. Radishes			
20. Tomatoes			

WORKSHEET

#2 INFORMATION SHEET

Vegetables can be found in one or more of four forms in the grocery or wholesale houses:

1. FRESH: Usually more available in the summer, but modern transportation now makes it possible to have fresh vegetables all year.

3. CANNED: This is a very convenient and economical means of buying vegetables. Some vegetables can not be canned (for example, lettuce). Canned vegetables are usually packed in either salt water or plain water (for dietetic purposes). Canned vegetables may be diced, sliced, cubed, whole, or halved.

2. FROZEN: Vegetables may be frozen separately or in combinations (for example, peas and carrots), or in casseroles. Most vegetables may be frozen.

4. DRIED: The vegetables which come from the plant pod are the ones most frequently dried (such as beans, peas, corn, and wheat products). Dried vegetables can be stored for a long time. Another form of dried vegetables is dehydrated vegetables. Dehydrated vegetables are very low in water content and can be purchased in the form of granules, flakes, slices, or as diced pieces.

NOTE! No matter what form of vegetable is purchased, the quality of the final product depends on the method of preparation used.

Vetetables should be selected on the basis of their "eye appeal." Different forms of vegetables "appeal" in different ways; look for the following signs of quality vegetables:

I. FRESH VEGETABLES MUST
   1. Be firm, crisp, and bright color
   2. Show no signs of decay or bruising.
   3. Be purchased in quantity needed only.
   4. Not be handled excessively.

II. FROZEN VEGETABLES MUST
   1. Be bought in fresh, clean packages.
   2. Be frozen solid in order to keep them.
   3. Be in original containers when purchased.
   4. Be bought in quantity if freezer space is available in the restaurant.

INFORMATION SHEET #2 (Continued)

III. CANNED VEGETABLES MUST

1. Be bought in appropriate size cans without any dents or bulges.
2. Have labels that describe content and quality.
3. Have no leaks - check upon delivery for any rust spots or misshaped cans.
4. Be bought in quantity if necessary.

IV. DRIED VEGETABLES MUST

1. Be in a package that makes the vegetable visible.
2. Have uniform, bright color.
3. Be fresh (loss of color means loss of freshness).
4. Be uniform in size for faster cooking.
5. Have no visible defects - foreign materials, cracked skins and insect holes are signs of low-quality products. This should be checked when dried vegetables are delivered.

After selecting and purchasing vegetables, you must know the correct method for storing each vegetable form (fresh, frozen, canned or dried). Below are some tips on how to store vegetables properly.

Storage of Vegetables

FRESH: Potatoes, onions and winter squash should be stored in a cool, dry place. In very cool weather, some other hardy vegetables may be stored in this manner but all other fresh vegetables require refrigeration.

All cut or peeled vegetables should be refrigerated since exposure to the air causes them to deteriorate rapidly. Peeled potatoes must be stored covered with ice water or treated with chemical oxidizing agents to prevent discoloration.

Covering vegetables with clean wet towels or plastic wrap under refrigeration will minimize drying out and will prevent odors from permeating other foods. Newspaper or printed material should not be used as covering because the ink will come off on the vegetable.

FROZEN: The ideal storage temperature for frozen vegetables is 0°F or below. Temperature ranges above this may reduce the storage life and possibly the quality of the product. Thawed vegetables should never be refrozen.

CANNED: Canned vegetables should be stored in a cool, dry place where they will not be exposed to direct sunlight. Spoilage is detected by swelling or distortion of can, off flavors, odors or unusual spurting when opened. WHEN IN DOUBT, THROW IT OUT!

DRIED: Should be stored in a cool, dry place where they will not be exposed to direct sunlight or extremes of temperature. Rotate stock to use old first.

NOTE: The place of storage is very important, as well as the correct temperature and humidity (or moisture). These factors must be considered also when storing the different forms of vegetables. The chart below gives some of the correct temperatures and humidity levels for some vegetables:

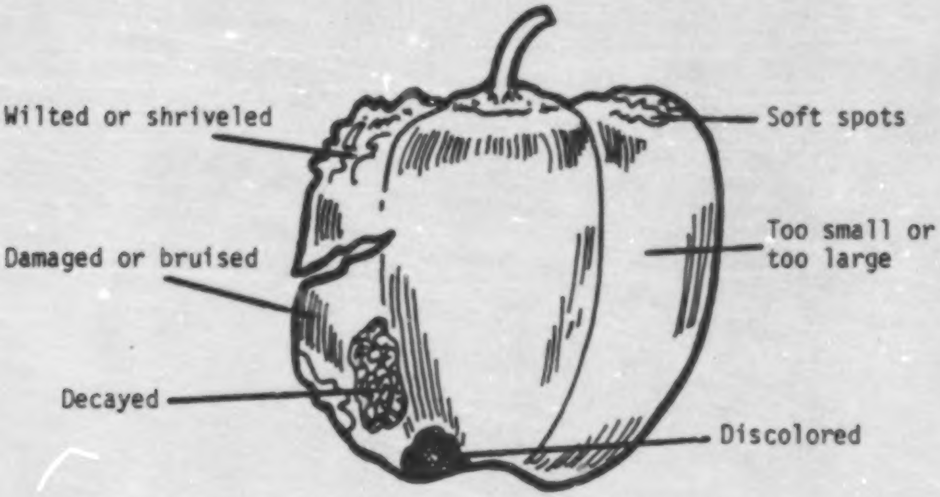
BEST TEMPERATURES AND HUMIDITY FOR STORAGE

0°F 18°C	32°-40°F (0°-8°C) 85%-95%	40°-45°F (5-8°C) 85%-95%	45°-50°F (8-10°C) 75%	Room Temperature
All frozen vegetables	Turnips Summer squash Radishes Parsley Green onions Lettuce Greens Corn Celery Carrots Cabbage Beets Onions Asparagus	Snap beans Green peppers Tomatoes	Cucumbers Egg plant Okra Potatoes Winter squash Sweet potatoes	Garlic Dried vegetables Dehydrated vegetables Canned vegetables

WORKSHEET #2

Directions: Using the characteristics of a poor quality vegetable, label the example of a good quality vegetable with five desirable (good) characteristics.

TELLTALE SIGNS OF POOR QUALITY:


Wilted or shriveled
Soft spots
Too small or too large
Damaged or bruised
Decayed
Discolored

CLUES TO GOOD QUALITY, FLAVOR, AND NUTRITION:

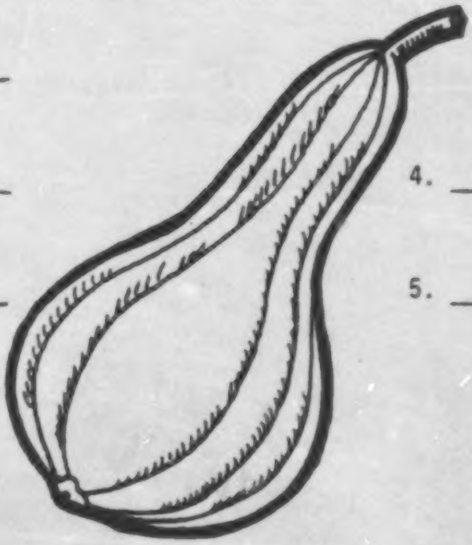
1. ________________

2. ________________

3. ________________

4. ________________

5. ________________



CONSUMABLE

WORKSHEET #3

Directions: Beside each vegetable, describe how each should be stored.

VEGETABLES	STORAGE PROCEDURES
1. Green Onions	1.
2. Canned Green Beans	2.
3. Sweet Potatoes	3.
4. Dried Peas	4.
5. Frozen Asparagus	5.
6. Tomatoes	6.
7. Carrots	7.
8. Summer Squash	8.
9. Lettuce	9.
10. Dried Parsley	10.
11. Celery	11.
12. Cucumbers	12.
13. Potatoes	13.
14. Garlic	14.
15. Frozen Peas	15.

#3 INFORMATION SHEET

Vegetables need some extra care, known as pre-preparation, before actually being cooked or eaten. Below you will find some general rules for pre-preparation of different types of vegetables before they are prepared for a recipe.

FRESH: See Food For Fifty, 1979 edition, for guidelines of pre-preparation.

DRIED: Soak before cooking.

FROZEN: Prepare as directed by package; thaw only if in large quantities, and then only partially thaw.

Once vegetables have been pre-prepared, they are ready for the final preparation. Follow the general rules for vegetable cookery below to insure a high quality product.

Rules for Vegetable Preparation

1. Use only enough water to cover.
2. Use only boiling salted water.
3. Cook in as small quantities as possible and as frequently as possible.
4. Cook only until tender.
5. Cook as close to serving time as possible.
6. Cool with cold running water if not used immediately. Drain well.
7. Save pot liquor (water vegetables were cooked in) for reheating the vegetables or for use in soups, sauces and gravies.
8. Drain well before serving.
9. Season to taste before serving. Sugar improves the flavor of many vegetables, particularly if vegetables are over-mature. Add prior to service.
10. Cut fresh vegetables uniformly for even cooking.
11. Clean fresh vegetables thoroughly.
12. Store and prepare fresh vegetables to maintain maximum food value.
13. Don't use excessive amounts of water. This will result in loss of flavor and nutritive values.
14. Don't add soda to green vegetables. Nutritive values and yield will decrease, and flavor and appearance will be poor.
15. Don't overcook vegetables. Nutritive values and yield will decrease, and flavor and appearance will be poor.
16. Don't let vegetables stand in hot water after cooking. Heat from water continues to cook vegetables.
17. Don't cook in too large quantities. Will cause loss of food value, and color and appearance will be poor.

(23) T.21
S.14

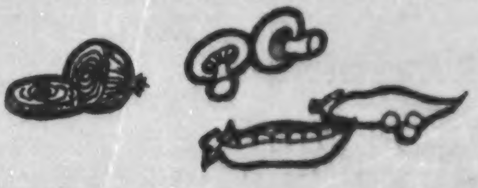
INFORMATION SHEET #3 (Continued)

18. Don't thaw frozen vegetables too far in advance of cooking. Food values may be lost and there is danger of spoilage and food poisoning.
19. Don't mix newly cooked vegetables with vegetables cooked earlier. Colors and textures will be different.
20. Do not handle vegetables roughly.

The preparation of fresh vegetables is very detailed and time-consuming. This is not so true, however, for frozen vegetables. Frozen vegetables should be partially thawed before cooking except for corn which becomes mushy. When the frozen vegetables are partially thawed, they should be broken apart to reduce the cooking time. After thawing, they are usually prepared the same as fresh vegetables, but in less time.

Canned vegetables should be reheated shortly to prevent further softening of the product. Since the vegetables have already been processed, excessive cooking will decrease their quality. You can improve their flavor by adding water to the liquid that was canned around the vegetables. Time is important here.

There are eight ways of preparing vegetables. Each method and vegetables to be prepared by that method are discussed on the following pages.



The terms STEAMING and BOILING are used interchangeably because any vegetable than can be boiled may also be steamed. It is the most widely used method of preparation. It is also the most abused method, for too often vegetables lose their taste, texture, and color as well as their nutritional value by this method.

Successful Hints for Steaming/Boiling

1. Use small amounts of water.
2. Time should be short as possible.
3. Many vegetables should be completely peeled to shorten cooking time.
4. Correct pan must be used; for instance, artichokes, celery, asparagus, etc. need to be cooked in a stainless-steel or enamel pan to keep their color.
5. Some vegetables require parboiling (to boil vegetables until they are partially cooked) to soften them and then preparation is continued.
6. Vegetables should be cooked to the al dente state only (tender - will slightly dent in when pressure is applied).

INFORMATION SHEET #3 (Continued)

Procedures for Preparing Various Vegetable Forms by Steaming/Boiling

FRESH:

(Boiling)
1. Add pre-prepared vegetables to boiling salted water (1-1/3 T salt to amount of water specified). Bring water quickly back to boiling point; cook uncovered except starchy vegetables such as lima beans.
2. Start timing when water returns to boiling point. Use timetable as a guide. (Guide may be found in most any recipe book). Stir greens occasionally while boiling.
3. Drain cooked vegetables and place in serving pans. Add 8 oz. (1 c.) melted butter or margarine to each 50 portions.

(Steaming)
1. Place pre-prepared vegetables in steamer pans. Steam in a compartment steamer using time indicated in timetable. Begin timing when steamer registers 5 lb. pressure.
2. Drain cooked vegetables and add 8 oz. (1 c.) melted butter or margarine and 1-1/3 T. salt to each 50 portions.

FROZEN:

(Boiling)
1. Add vegetables to boiling salted water (1-1/3 T salt to amount of water specified). Cook uncovered except starchy vegetables such as lima beans. Bring water quickly back to a boil.
2. Start timing when water returns to boil.
3. Drain cooked vegetables. Add 8 oz. melted butter or margarine to each 10-20 lb. of cooked vegetables.

(Steaming)
1. Place vegetables in steamer pans. Cover winter squash and sweet potatoes with a lid or foil.
2. Steam in compartment steamer using manual timetable as a guide. Begin timing when steamer registers 5-lb. pressure.
3. Drain cooked vegetables. Add 4 oz. melted butter or margarine and 2 t. salt to each 5 to 6 lbs. of cooked vegetables.

CANNED:

Heating in Stock Pot or in Steam-Jacketed Kettle

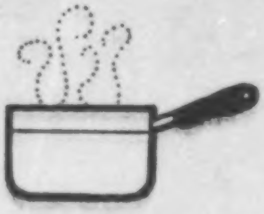
1. Drain off half the liquid; use for soups, gravies and sauces.
2. Heat vegetables and remaining liquid in a stock pot or steam-jacketed kettle. Heat only long enough to bring to serving temperature.
3. Drain vegetables and place in serving pans. Add 8 oz. melted butter or margarine.

Heating in Steamer or Oven

1. Drain off half the liquid, use for soups, gravies and sauces.
2. Transfer vegetables and remaining liquid to steamer pans and cover.
3. Heat in steamer at 5-lb. pressure, or 350°F oven until serving temperature is reached.
4. Drain vegetables and add 8 oz. melted butter or margarine for each lot of vegetables.

DRIED

Preparation: Wash. Cover vegetable with boiling water. Cover kettle and let stand 1 hour. Cook in same water until tender (about 1 hour); or cover with cold water and soak overnight.



ACTIVITY #1

Directions: Prepare at least one vegetable by steaming/boiling as directed in any standardized quantity foods recipe (see for example, Buttered Cabbage or Parsley Buttered Carrots in *Food For Fifty*). Your instructor will evaluate your performance and final product(s).

#4 INFORMATION SHEET

BAKING is the process of cooking in an oven in an uncovered pan without the addition of moisture; correct temperature must be used.

Factors to Consider

1. Vegetable must have a high content of water (such as potatoes, squash, tomatoes, onions, eggplants, sweet potatoes) to prevent drying out.
2. Most time-consuming method.
3. When done, vegetable should be served quickly.
4. For white potatoes, baking time can be reduced by placing aluminum pins through the potato.
5. Bake at 350°F.
6. May bake vegetables with other ingredients to produce a casserole.
7. Portion of serving is usually one of each baked item such as one baked Irish potato or sweet potato.

Vegetables may be baked one of four ways:

1. In their own skins - simplest baking techniques for root vegetables which have a tough outer skin that protects them from drying out.
   a. Wash vegetable; to avoid losing juices and color, do not trim or peel it. Wrap each in foil and bake in an oven, preheated to 325°F. (160°C). Do not increase the heat to speed cooking; high heat will dry out vegetable even in foil wrapping. Peel back the foil and, with a knife point, test for doneness; the knife tip should penetrate easily.

2. Stuffed with a filling - This group includes eggplants, large onions, zucchini, peppers, artichokes, tomatoes, and mushrooms. Filling may include a combination of items such as corn, onions, parsley, bread crumbs, meat. Basting (adding moisture may be needed for some items.

   a. With a stainless-steel knife, core the vegetable by cutting a conical plug from the stem end. Cut a thin slice from the top. Gently squeeze the base to push out seeds and juice. Use a teaspoon handle to remove clinging seeds. Put the vegetable in an oiled, shallow, fireproof dish.

   b. Fill the vegetable loosely with stuffing, cover with bread crumbs and dot with butter. Warm the dish over low heat for a few minutes, then transfer it to an oven preheated to 375°F (190°C). Bake for 30 minutes, basting with butter. Serve when tender and the stuffing has browned.

3. Baked without flesh or skin - After being peeled and cut up, these vegetables (eggplants, tomatoes, sweet peppers, and summer squash-zucchini) must keep all the moisture (water) possible. This is achieved by packing vegetables tightly in their baking dish; by adding a type of oil (such as olive oil) to keep them moist till their juices develop; and covering the baking dish with a lid or sheet of aluminum foil as tight as possible to keep steam from escaping. Vegetables prepared this way may be served cold or hot, but preferably cold.

4. Au gratin - Vegetable served with a crisp, brown topping produced by baking. May be done as a finishing touch. Gratin may include only the addition of cheese and bread crumbs such as au gratin potatoes. Vegetables with a high or low water content may be prepared this way.

    a. Peel and seed the vegetable and cut it into 1/2 inch (1-cm.) cubes. Put the cubes in a large bowl. Sprinkle the vegetables with flour and toss them, tumbling them between your fingers until they are coated.

    b. Rub the inside of a deep baking dish with a generous amount of olive oil. Season the cubes with salt and pepper, tossing them once more to distribute the seasonings. Put mixture into the baking dish. Trickle more olive oil over the top of the mixture.

    c. Cook the mixture in a preheated 325°F oven for 2 to 2 1/2 hours. A brown crust will form on the uppermost layer. The layers underneath should be soft and juicy, but should still retain their shapes.

The terms BROILING and GRILLING are used interchangeably. A method of cooking by intense heat, flavor is sealed in the vegetable by the crust formed on the surface. Vegetables prepared by this method include tomatoes, corn, eggplant, squash (zucchini), onions, beets, carrots and potatoes, etc.

Procedure for Broiling

1. Preheat oven to 550°F.
2. Slice thinly (about 1/2 ") to expose a maximum of surface area.
3. Cut up and place on skewers (metal rods with vegetables punched onto them) or on the oven rack.
4. Baste with oil if it is a soft vegetable (such as eggplant, summer squash, and tomatoes).

INFORMATION SHEET #4 (Continued)

5. Season.
6. Thick or tough skin vegetables must be basted throughout cooking process to prevent drying out.
7. Place rack 5" below broiler.
8. Brown on one side (about 5 minutes); turn; season and cook the other side.
9. If browning occurs too quickly, adjust rack, not the temperature.
10. Vegetable should be soft on the outside but firm in the center.
11. To enhance the flavor, add a topping of grated cheese or of thick not runny sauce.

Grilling usually occurs outdoors, although gas and electric grills may be found in restaurants. Vegetables to be grilled should be:

1. Left whole or cut up.
2. Covered with aluminum foil.
3. Grilled on preheated (30-45 minutes) coals - if used - and on racks 6" above coals.

The food is ready if it resists pressure when lightly touched with finger tips or fork. Cooking time will vary with each vegetable.

ACTIVITY #2

Directions: Prepare at least one vegetable by baking or broiling/grilling as directed in any standardized quantity foods recipe (see for example, Green Bean Casserole, Scalloped Corn or Baked Tomatoes in Food For Fifty). Your instructor will evaluate your performance and final product(s).

#5

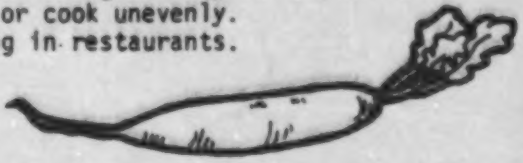
INFORMATION SHEET

FRIED vegetables should be crisp and delicious if the following points are remembered:

1. Vegetables must be in small pieces, approximately the same size, that will cook quickly.
2. Vegetables that contain large amounts of water (such as tomatoes) must be coated before frying to keep moisture in and protect their flesh from heat.
3. Dense (thick) vegetables need to be parboiled (cooked in water until almost done) to decrease frying time. These thick vegetables, such as carrots and cauliflower, must then be coated with a batter for deep frying.

PAN-FRYING OR SAUTEING:

1. Oil and salt are the only flavorings necessary, although others may be used.
2. Coated vegetables should be turned only once.
3. Uncoated vegetables should be kept moving briskly in the oil or fat so that they do not overcook or cook unevenly.
4. The griddle is used for pan-frying in restaurants.



DEEP-FAT FRYING

1. Fat Characteristics:
    a. Fat must not brown (burn) or smoke when heated at 375°F (190°C).
    b. Must not give added fat flavoring to food.
    c. Olive oil or peanut oil is best because other vegetable oils have high smoking points.
    d. Avoid so-called salad oils.
    e. Store fat in cool, dark place.
    f. Do not use fat or oil whose smell and taste has changed.
    g. Fat is too hot if a slight tremor appears on the surface or if a strong smell occurs.
2. Fat should fill pan only half full.
3. Use heavy pan that is deeper than it is wide.
4. Use removable baskets if possible.
5. Strain oil after use, before reusing (this removes food particles that would burn when the fat is reheated or speed up spoilage of oil).
6. POTATOES:
    a. The vegetable most often deep fried.
    b. May be purchased in several forms for deep frying: blanched (scalded) and frozen are the most common forms. The cuts vary from crinkle cut, regular or shoestring cuts.

c. Keep potatoes frozen until ready for use. If raw potatoes are used, they need to be washed, peeled and cut into julienne strips. Soak in cold water and then on a towel.
d. Fry potatoes at 350°-375°F (177°C-191°C) until golden brown, usually 2-3 minutes.
e. Drain and serve immediately.
f. Let customers salt their own fries, because crispness is lost after salt is added. (Never salt over fryer as salt breaks down the oil or shortening).

Marinating Vegetables

A marinade is a seasoned liquid in which food may be soaked; the liquid is usually made up of wine, vinegar, or lemon juice (the acid which breaks down the flavors) and oil, spices, herbs, and other seasonings. The flavor of the finished product will depend on the amount of each ingredient combined to make the marinade liquid.

Marinades help to develop flavor in mild-flavored vegetables. Vegetables are usually marinated before being put in a salad. Leafy vegetables can not be marinated (unless very shortly) for they wilt. Starchy vegetables and whole firm pieces of more succulent (tender) vegetables are greatly improved by marinating.

IMPORTANT!! The longer the vegetable (or other food) is marinated, the stronger the flavor will become. Usually marination occurs overnight. The process will allow a very distinctive product to be developed.

Reconstituting Dehydrated Vegetables

There are many kinds of dried or dehydrated vegetables. The most common kinds of legumes - dried beans, peas, and lentils. Other dried vegetables include chives, mushrooms, onions, parsley flakes, sweet pepper flakes, potatoes and sweet potatoes. For all dried or dehydrated products, the water lost in ripening and drying must be replaced by soaking in water and cooking.

INFORMATION SHEET #5 (Continued)

Reconstitution will occur faster if vegetables are soaked in *hot* water. (Dried beans may be boiled for one hour in water instead of soaking.) After soaking, dried vegetables are brought to a boil and cooked gently until tender. Lift a vegetable out of the water in a spoon. If the skin breaks when cool air hits it, then it is done. After boiling, dried vegetables *may* be baked in the oven with sauces.

Some dried vegetables used for flavorings or seasoning - such as pepper flakes - will regain moisture content when they are added directly to the recipe with liquid ingredients.

ACTIVITY #3

Directions: Prepare *at least* one vegetable by frying, marinating and/or reconstituting dehydrated as directed in any standardized foods recipe (see for examnle, French Fried Potatoes, Harvard Beets or Baked Beans in *Food For Fifty*). Your instructor will evaluate your performance and final product(s).

CONSUMABLE

POST-TEST

Prepare Vegetables

I. Match the following terms with their correct definition. Write the letters in the blanks provided.

_____ 1. Method of cooking by intense (hot) heat, flavor is sealed in the vegetables by the crust formed on the surface.

_____ 2. Served with a crisp, brown topping produced by baking.

_____ 3. Bad spots or places found on vegetables or other food items.

_____ 4. Sauteing vegetables in any amount of hot oil or fat.

_____ 5. Plants or parts of plants that are served raw or cooked as part of the main course of a meal.

_____ 6. Cooking in an oven in an uncovered pan without the addition of moisture, correct temperature must be followed.

_____ 7. Quick method of cooking in a container with or without pressure. Temperature is above boiling.

_____ 8. A seasoned liquid in which food may be soaked.

A. Au gratin

B. Bake

C. Steam

D. Blemishes

E. Pan-fry

F. Vegetable

G. Broil/Grill

H. Marinade

I. Reconstitute

J. Legume

II. Indicate whether each of the statements below is true or false by circling the correct letter in the answer column. If the statement is false, write in the blank provided the word or words which, when substituted for the underlined word or words, would make it a true statement.

T F 1. Onions are classified as a legume.

____

T F 2. The temperature of boiling is 400°F.

____

T F 3. Frozen vegetables must be kept at 0°F.

____

POST-TEST (Continued)

T F 4. Asparagus is the flower of the plant.

____

T F 5. An acceptable quality vegetable should be pale in color.

____

T F 6. Onions have a pungent flavor.

____

T F 7. Dried beans should be stored in sunlight.

____

III. Write the letter of the best answer in the blank provided.

____ 1. Fresh vegetables should be refrigerated at what temperature?
- a. 65-70°
- b. 40-50°
- c. 32-45°
- d. 20-30°

____ 2. After cooking, what is the maximum holding time for vegetables?
- a. 1 hour
- b. 30 minutes
- c. 15 minutes
- d. 50 minutes

____ 3. Vegetables should be cooked until:
- a. they are mushy
- b. they are soft
- c. they are al dente
- d. their color changes

____ 4. Strong flavored vegetables require:
- a. more water for cooking than mild flavored vegetables
- b. the same amount of water for cooking
- c. less water for cooking than mild flavored vegetables
- d. no water for cooking

____ 5. Which of the following requires pre-preparation?
- a. Fresh broccoli
- b. Canned broccoli
- c. Frozen broccoli
- d. Dried broccoli

POST-TEST (Continued)

IV. Read and answer the questions below in the space provided.

1. List five general rules for vegetable preparation.
   a.
   b.
   c.
   d.
   e.

2. List five methods of vegetable cookery and give an example of a vegetable that may be prepared by each method.
   a.
   b.
   c.
   d.
   e.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Vegetables

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

		#1			#2			#3		
I.	Process	A	N	NA	A	N	NA	A	N	NA
	-Followed safety procedures.									
	-Followed personal safety habits.									
	-Followed sanitation techniques.									
	-Displayed personal hygiene.									
	-Cleaned work area.									
II.	Product									
	-Used correct procedure for preparation.									
	-Seasoned vegetables as specified.									
	-Maintained shape, color and flavored.									
	-Completed cooling time.									
	-Has correct texture.									

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) T, (2) F, (3) T, 94) T, (5) T, (6) F, (7) T, (8) F, (9) T, (10) F, (11) T, (12) F, (13) T, (14) T, (15) T

II. (1) F,j; (2) G, i; (3) B, l; (4) A, b, d, e; (5) H, j; (6) D, i (7) E, j; (8) A, m; (9) E, k; (10) D, i

III. (1) potatoes, tomatoes
(2) green beans, broccoli
(3) corn, squash
(4) spinach, dried beans
(5) eggplant, okra

(other answers possible)

WORKSHEET #1

(1) Stem, green, mild; (2) Seeds, green, mild; (3) Root, red, mild; (4) Flower, green, mild; (5) Leaf, green, strong; (6) Leaf, green, strong; (7) Root, orange, mild; (8) Flower, white, mild; (9) Stem, green, mild; 910) Seed, yellow/white, sweet; (11) Fruit, green, mild; (12) Bulb, white, strong; (13) Leaf, green, mild; (14) Leaf, green, mild; (15) Bulb, red/yellow/white, strong; (16) Seed, green, mild; (17) Fruit, red/green, strong/mild; (18) Tuber, white/red, mild; (19) Root, red, strong, (20) Fruit, red/yellow, mild

WORKSHEET #2

(1) Solid - should feel heavy in relation to size, (2) Good color, (3) In good condition, (4) Crisp or firm, (5) Medium size.

WORKSHEET #3

(1) Cool dry, place - 32-40°F.
(2) Cool, dry place - no sunlight exposure - Room temperature.
(3) Cook, dry place - 45-50°F - cover.
(4) Cool, dry, place no sunlight or high temperature (Room)
(5) 0°F.
(6) Cool, dry place - covered - 40-45°F.
(7) Refrigeration - cool, dry - 32-40°F.
(8) Refrigeration - cool, dry - 32-40°F.
(9) Refrigeration - covered - keep cool - 32-40°F.
(10) Room temperature - no light exposure.
(11) Refrigeration - cool - covered - 32-40°F.
(12) Refrigeration - cool - covered - 45-50°F.
(13) Cook, dry place - 45-50°F.
(14) Room temperature
(15) 0°F.

WORKSHEET & EVALUATION KEY (Continued)

POST-TEST

I. (1) G, (2) A, (3) D, (4) E, (5) F, (6) B, (7) C, (8) H

II. (1) F - Lima beans, (2) F - 212°F, (3) T, (4) F - Stem, (5) F - bright, (6) T, (7) F - a cool, dark place

III. (1) c, (2) b, (3) c, (4) a, (5) a

IV. (1) a. Cook only until tender.
    b. Cut vegetables the same size.
    c. Use only boiling salted water.
    d. Use only enough water to cover.
    e. Drain well before serving.

(Other answers possible, see information sheet #3)

(2) a. Baking - potato
    b. Boiling/steaming - green beans
    c. Broiling/grilling - corn
    d. frying - onions
    e. Reconstituting dehydrated - green pepper flakes

(Other answers possible, see information sheet #3)

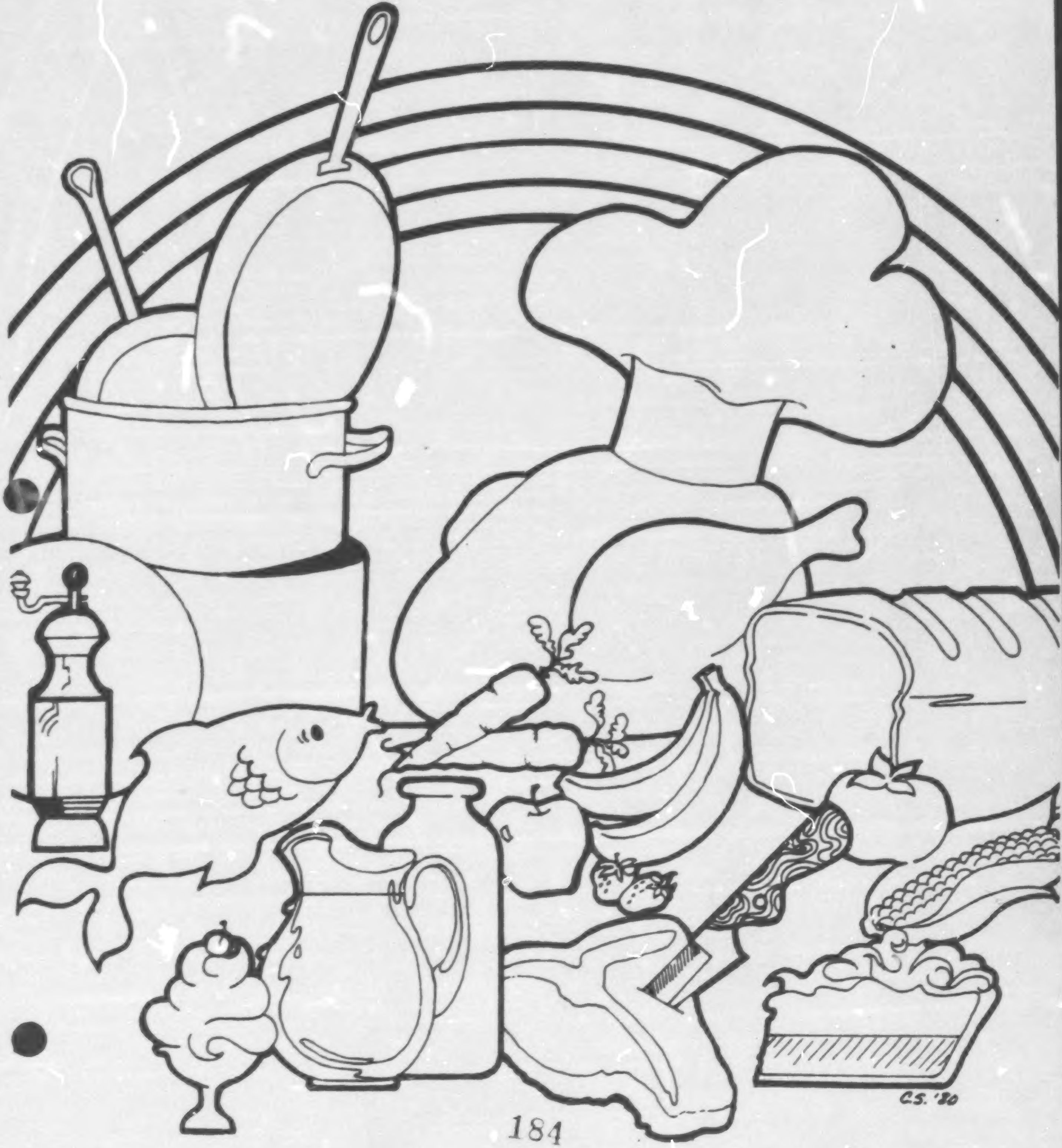
TRANSPARENCY
MASTER

Cooking Methods

Vegetables	Broil	Steam	Pan Fry	Deep Fry	Bake	Broil/ Grill
Asparagus	X	X	X	X	X	
Beans: Lima	X	X	X			
Beans: Green/Wax	X	X	X			
Beets	X		X		X	
Broccoli	X	X	X	X		
Brussel Sprouts	X	X	X	X		
Cabbage	X	X	X			X
Carrots	X	X	X	X		X
Cauliflower	X	X	X	X		
Celery	X	X	X			
Corn	X	X	X		X	X
Cucumber	X	X	X	X	X	
Eggplant	X	X	X	X		
Garlic	X	X	X		X	
Greens: Beet/collard/ mustard/turnip	X	X	X			
Kale	X	X	X			
Lettuce	X	X	X			
Mushrooms		X	X	X		X
Okra	X	X	X			
Onions	X	X	X			
Peas	X	X	X			
Peppers	X	X	X	X		X
Potatoes	X	X	X	X	X	X
Potatoes: Sweet	X		X	X	X	X
Spinach	X	X		X		
Squashes: Summer	X	X	X	X	X	X
Squashes: Winter	X	X	X		X	
Tomatoes			X	X	X	X
Turnips	X	X	X	X	X	X

Food Service Worker

MODULE 24: FRUITS



FRUITS

Competence Area: F. Food Preparation

Competency Statement: 6.00 Prepare Fruits

Level

Tasks: .01 Prepare fresh fruit-- Basic
.02 Prepare fruits by cooking/baking-------------------------- Basic

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare fruit (fresh, cooked or baked). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

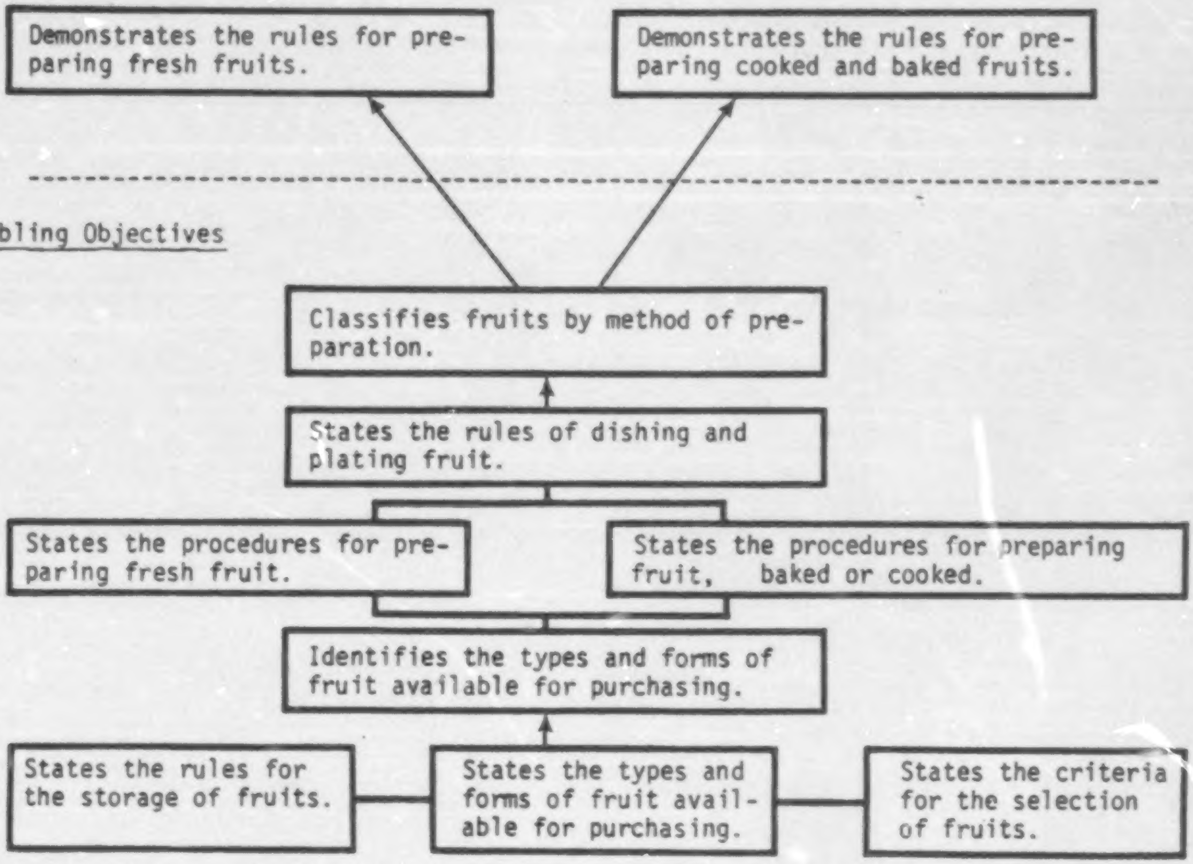
Prerequisites: Modules #1-19

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare fruit (fresh,cooked or baked). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objectives



Demonstrates the rules for preparing fresh fruits.

Demonstrates the rules for preparing cooked and baked fruits.

Enabling Objectives

Classifies fruits by method of preparation.

States the rules of dishing and plating fruit.

States the procedures for preparing fresh fruit.

States the procedures for preparing fruit, baked or cooked.

Identifies the types and forms of fruit available for purchasing.

States the rules for the storage of fruits.

States the types and forms of fruit available for purchasing.

States the criteria for the selection of fruits.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read directions and objectives for module.
3. Read and study vocabulary words.
4. Read and study information sheets #1 and #2.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #3.
7. Complete activities #1 and #2.
8. Request post-test from instructor - complete. Consumable.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Introduce concepts using information sheet #1: Types of Fruits.
2. Discuss objectives of the module and vocabulary words with the group.
3. Have students collect pictures of different fruits and sort-out pictures according to types and forms found in information sheet #1.
4. Direct students to complete worksheet #1. Discuss and have a tasting party with several fruits listed.
5. After discussing ways fruit may be served or used, have students collect recipes using each form of fruit that may be purchased.
6. Discuss information sheet #3 and give a teacher demonstration on correct procedures of preparation.
7. Have students divide into groups with each group having a different fresh fruit and/or cooked/baked fruit to prepare.
8. Direct students to complete post-test. Collect and evaluate.
9. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives-Enrichment

I. Suggested Readings:

   a. Exploring Professional Cooking, 1980 edition.
   b. Hospitality Industry, McGraw-Hill Company.
   c. Elements of Food Production and Baking, 1978 edition.
   d. Cooking for the Professional Chef, 1976 edition.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

a. Film loops (8mm) - Melons
- Baking Apples
- Preparing Apples for Baking
(From Eye Gate, Jamaica, NY 11435)

b. Filmstrips - Keeping Food Fit: Fruits
- Keeping Food Fit: Freezing
(From Tupperware Educational Service, Orlando, FL)
- Consumer Tips on Fresh Citrus
- The Inside Story of Fresh Citrus Fruit
- "Pizazz" - Using Citrus as a Garnish
- "Decorate with and Cook with Love" - Citrus Fruits
(From Sunkist Growers, Inc., Consumer Services,
P.O. Box 7888, Van Nuys, CA 91409)
- Showcase Meals with Canned Fruits
(From Delmonte, Box 4014-A, Clinton, Iowa 52733)
- Kitchen Tools: Tools To Make Food Attractive
- Kitchen Gadgets
- Food Basics: Vegetables and Fruits
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14,
Chatsworth, CA 91311)

c. Transparencies - Vegetable - Fruit Group
(From Visual Products Division, 3M Company,
Box 3100A, St. Paul, Minnesota 55101)

III. Activities

1. Slice an apple into rings. Divide the rings evenly between two saucers. Dip the slices on one saucer into lemon juice. Allow both groups of apple slices to stand uncovered for one hour. Record your observations and give explanations.
2. Prepare a variety of cooked fruits using each of the methods described in the module text. Serve fruits buffet style. Ask class members to record their comments after tasting each fruit.
3. Using cookbooks available in the classroom and library, find at least three recipes for products made with dried fruits. Prepare at least one of the products in class. Evaluate the products as a group.
4. Have class discussion on fruit, from the farm to the market; include processing and packaging.

5. Bring some "exotic" fruits to class, such as papayas, mangos, Kiwi, and gooseberries. Explain how the fruits are used and have students compare their taste.

PRE-TEST

Prepare Fruits

Directions: Read the statements below carefully. If the statement is true, place a "+" in the blank provided. If the statement is false, place a "o" in the blank provided.

_____ 1. Banana is a tropical fruit.

_____ 2. Fresh fruits should be soft in texture.

_____ 3. Lemon juice will help prevent fruits from browning.

_____ 4. Canned fruits should be stored in a cool, dry place.

_____ 5. Grape is a berry.

_____ 6. Fruits may be purchased fresh, frozen, canned or dried.

_____ 7. Dried fruits are seasonal, available at certain times of the year.

_____ 8. Frozen fruit packages should be thawed at room temperature.

_____ 9. Cooking fruits will change their color.

_____10. The texture of fruit may be sour or sweet.

_____11. Cherry is a pomme fruit.

_____12. Dried fruits have the water removed from them.

_____13. Opened, canned fruits should be stored in the refrigerator.

_____14. Pear is a drupe fruit.

_____15. Amounts of any fruit should be portioned to each customer as served.

_____16. The white membrane of citrus fruits should be removed after service.

_____17. When selecting fruit, color and smell should be considered.

_____18. Fruits may be baked, broiled, or cooked in liquid.

_____19. Fresh fruit must be cleaned and pared before preparation.

_____20. If cooked quickly, fruit will keep its shape.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

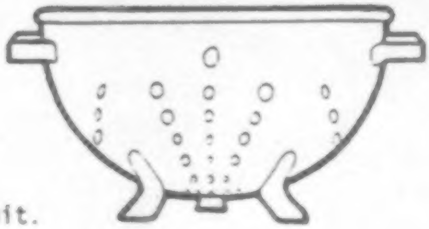
Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheets #1 and #2.
3. Complete worksheet #1.
4. Read and study information sheet #3.
5. Complete activities #1 and #2.
6. Request post-test from instructor - complete.
7. Turn completed work in to instructor.
8. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Bruise - Where the skin of fruit has turned dark because of too much handling.
2. Cellulose - Tough fibers of a fruit (usually found in the skin), made soft by cooking.
3. Colander - Bowl with small holes used to wash and drain berries.



4. Section - Small piece/part of citrus fruit.

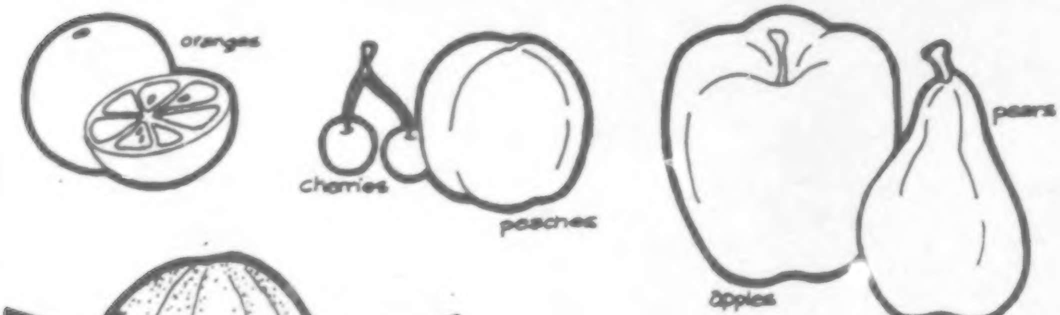
#1 INFORMATION SHEET

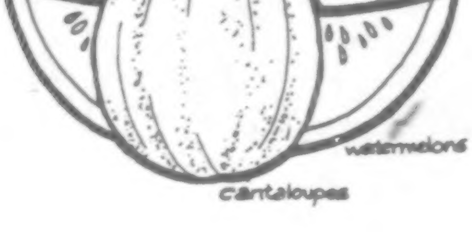
When planning a menu, the restaurant manager or cook must consider many types of food. A single food may serve several purposes such as an appetizer, soup, main dish, dessert, or snack. One type of food that can be used in these various ways is fruit. Prior to the preparation of fruits to be served, raw or cooked, there are several factors to be considered such as: selection, types, forms, and potential use. Let's begin to ripen our knowledge of fruits so we can pick up the rules for fruit preparation.

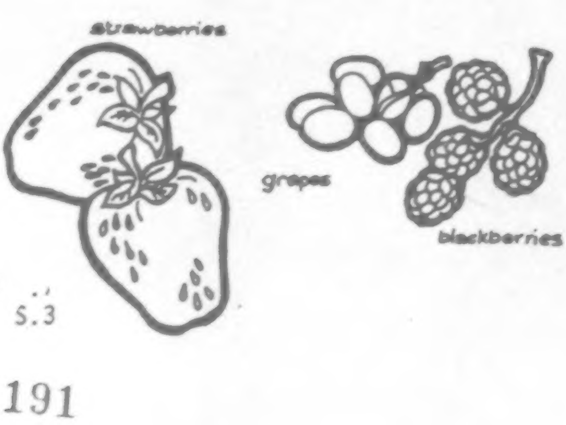
Types of Fruit

Fruits come from the seed-bearing parts of plants. Fruits differ from vegetables in that they ripen around the seed pod and as they ripen sugar is produced to form a sweet or sour product. When ripe, the fruit is classified into six different types.

a. Berries - Blackberry, blueberry, cranberry, grape, boysenberry, strawberry, gooseberry, currant
b. Citrus - Orange, grapefruit, tangerine, kumquat, lemon, lime
c. Drupes - Apricot, nectarine, peach, cherry, plum
d. Melons - Cantaloupe, honeydew, watermelow
e. Pommes - Apple, pear
f. Tropical - Banana, avocado, fig, date, pineapple, mango







INFORMATION SHEET #1 (Continued)

Forms of Fruit

Fresh - Available year round. Most fruits are seasonal (available certain times of the year) such as, peaches in the summer.

Canned - Processed in large amounts by factories; available as sliced, cubed, halved, or whole fruits. Fruits may be placed in a can with only their natural juices or in a solution of water and sugar (syrup). Canned fruits may be used in cakes, pies, tarts, fruit soups, and other desserts.

Frozen - Frozen quickly after they are picked to stop any decaying of the product. When frozen, the fruit may be sweetened or unsweetened. Frozen fruits hold their shape very well.

Dried - Water has been taken out of the fruit to be dried. The water may be removed one of three ways:

1. Exposure to sun in the open air.
2. Placed in an oven to let the water evaporate from the fruit.
3. A combination of the above two.

Used in pies, puddings, whips, frozen desserts, candies, and cakes. Some fruits may be named as a fresh fruit and renamed as a dried fruit (a grape without water is called a raisin; a plum without water is called a prune.)

Juice - A product from fruits that consists only of the liquid and/or pulp. Juices may differ in that artificial (not naturally-added to) flavorings may be added as well as additional sugar. Fruit juices are discussed in the beverage module.

No matter what form or type of fruit is chosen, the selection, storage and preparation of the fruit will determine the final product as the customer sees it.

What Fruits Can Add to a Meal

1. Color: Fruit colors are the same as vegetables: green, red, yellow, etc.
2. Shape: The fruit will usually keep its shape when prepared even when cooked, if cooked slowly.
3. Flavor: May be mild, sweet or tart (sour).
4. Appearance: Fruit arrangement on a plate or in a fruit dish is attractive.
5. Texture: May be smooth or rough; different textures may be used together.
6. Variety: Fruits may be prepared differently and combined.
7. Temperature: May be served hot or cold.
8. Ease of serving: Modern packaging of fruits makes it possible to serve fruits during any season.
9. Cost: Lower cost for fruits in season, although the price may be high according to the type of fruit.
10. Availability: Readily available almost anytime.

#2 INFORMATION SHEET

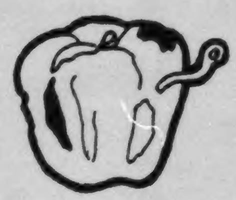
Selecting Fruits

Have you heard the old saying "You are the apple of my eye?" Well we need to know how to use our eyes to select the apple or other fruits we want. When selecting each of the forms of fruits it is necessary for you to select them with these facts in mind:

I. Fresh Fruits

Should Be:

1. firm to the touch - gives slightly with pressure. Do not press hard as bruising will occur.
2. the right color - fruit that is green (unless it is the natural color of fruit such as pears, limes, and some apples) is not ripe enough to use.
3. well shaped - each fruit has its own shape; do not select odd-shaped fruits.
4. of good texture - fruits should be plump and firm, not dry and withered.
5. fully ripe - if purchased underripe, they will not fully ripen on their own. If purchased overripe, they will not have enough flavor. Fruits that are ripe should be:
    a. tender
    b. mild, sweet flavored
    c. of correct size
    e. of correct color
    f. of correct smell as to the type of fruit it is
6. a proper size - if ripe, the fruit has reached its size. Two ripe apples may not be the same size, but of good quality.
7. pleasant smelling - should have a pleasing smell (aroma) to the fruit.
8. heavy in size - if heavy the fruit should be juicy.



Should Not Be:

1. too soft - will start decaying
2. too hard - will not ripen, except bananas and pears
3. too underripe - bitter and sour
4. damaged - will not keep well; too many bruises
5. decayed - soft brown spots on the fruit
6. mildewed - a white or slightly powdery substance will form on the outside of fruit caused by improper storage
7. discolored - not the same color all over

II. Canned Fruits

Canned fruits should be selected according to the needs of the recipe or item to be prepared. If a diced, sliced, halved, or whole item is needed for a pie the correct cut should be purchased as needed. Cans should not be dented, rusted or leaking. If a quality fruit is needed for a main dish, the highest quality product should be purchased.

III. Frozen Fruits

The package should be frozen solid. If ice is on the outside of the package this means the fruit has been thawed and refrozen. Dirty or damaged packages should not be selected. Select according to your needs for the form of fruit.

IV. Dried Fruits

Select dried fruits that are fairly soft and pliable; if too hard, they have dried too much. Color is important for the fruit. Check for damage by insects (webs in the food or insects in the package). The smell should be pleasant.

Storing Fruits

Now that you can select fruits without getting a lemon, let's see how to store the different forms of fruits correctly:

I. Fresh Fruits

- -Handle gently - fruits are easily damaged.
- -If not ripe, leave at room temperature; then refrigerate.
- -Wash all fruits before storing, except citrus fruits, berries and cherries.
- -Citrus fruits (oranges, grapefruits, lemons, and limes) may be stored at room temperature but keep longer if refrigerated.
- -Sort berries and cherries; remove damaged and decayed ones. Do not wash.
- -Store in tight container in refrigerator.
- -Only ripe grapes are sold. Refrigerate at once. Use as soon as possible.
- -Fruits strong in flavor (smell) such as cantaloupe should be stored in a plastic bag.
- -If a fruit has been cut, store it in an air-tight container or wrap in foil.
- -Temperature should be 36°-45°F. Humidity should be 85-95%.
- -Bananas require special conditions: For ripening, store at 58-68°F/90-95% humidity. For holding, store at 55-60°F/75-90% humidity.

INFORMATION SHEET #2 (Continued)

II. Canned Fruits

-Unopened cans should be placed in a cool, dry place.
-Opened cans should be refrigerated; place food in an air-tight container.

III. Frozen Fruits

-Keep in freezer until ready for preparation.
-Thaw in refrigerator; do not refreeze.

IV. Dried Fruits
-Unopened packages should be stored in a cool, dry place.
-Opened packages should be stored in air-tight containers.

strawberries

Serving Fruits

Let's make a peachy deal. Can you name ten different ways to use a peach in 3 seconds? Well, here's some suggestions if you can't, and maybe some new ideas if you can:

I. Fresh Fruits

Excellent snacks
Serve with dips
Eaten with or without the skin
Cook them
Make salads from them

Below are sample tips on using fresh fruits:

Apples: Best eating apples - Jonathan, Delicious, McIntosh and Yellow Newton. Best baking apple - Rome Beauty. Best cooking apples - Winesap, Jonathon and Rhode Island Green.

Peaches: Freestone - comes away from seed; used in salads, baking/cooking.
Clingstone - does not come away from seed; may be cooked/baked whole. Remove from seed with a paring knife.

Pears: Best eating pears - Bartlett, Anjou, Comice and Bose. Best sliced, pickled or cooked pears - Kieffer and Seckel.

II. Canned Fruits

Use directly from the can with juice for cooking and baking. NOTE: When using fruits directly from the can, the amount to serve each person is important to keep down cost and waste. Amounts should be portioned to each customer when using canned fruits.

CANNED FRUIT	AMOUNT	TOOL
1. Applesauce	Level ½ cup	#12 scoop
2. Apricots	3 Apricots	Serving spoon
3. Cherries	8 cherries	Serving spoon
4. Fruit Cocktail	Level ½ cup	#12 scoop
5. Grapefruit sections	Level ½ cup	#12 scoop
6. Peaches	2 Peach halves	Serving spoon
7. Pears	2 Pear halves	Serving spoon
8. Pineapple, crushed	Level 1/3 cup	#20 scoop
9. Pineapple, sliced	2 slices	Serving spoon
10. Plums	2 Plums	Serving spoon

III. Frozen Fruits

Use same as canned or cooked. When completely thawed, they become soft and loose in shape. Serve before completely thawed. Ice crystals should remain on frozen fruit to hold their shape.

IV. Dried Fruits

Serve as a snack
In certain desserts or cakes
See a yield chart for different types of dried fruit.

WORKSHEET #1

I. Match the examples on the left with the types of fruit on the right. Write the letter of the correct answers in the blanks provided.

EXAMPLES	TYPES
_____ 1. Peaches	A. Berries
_____ 2. Apples	B. Pommes
_____ 3. Cantaloupe	C. Citrus
_____ 4. Grapes	D. Melons
_____ 5. Grapefruit	E. Tropical
_____ 6. Pineapple	F. Drupes

II. Circle the correct form(s) of each fruit listed below that are available for purchase.

FRUIT		FORMS		
A. Pears :	Fresh/	Frozen/	Canned/	Dried
B. Oranges :	Fresh/	Frozen/	Canned/	Dried
C. Apples :	Fresh/	Frozen/	Canned/	Dried
D. Bananas :	Fresh/	Frozen/	Canned/	Dried
E. Cherries:	Fresh/	Frozen/	Canned/	Dried

III. Using information sheet #2, fill in the blanks below.

1. Fresh fruit should be ______________ to the touch.
2. Ripe fruits have a tender texture and ______________ flavor.
3. A juicy fruit is ____________ in weight.
4. Canned fruits should not be selected if the can is ____________.
5. Underripe fruits have a ________________ taste.
6. Fruit having a white powder on the outside is ________________.
7. Frozen fruit packages should be selected only if they are frozen ________________________.
8. Dried fruits should be pliable and _______________ when purchased.
9. The temperature for storing fresh fruits is ________ °F.
10. Frozen fruit should be thawed in the ________________________.

#3 INFORMATION SHEET

Preparing Fresh Fruit

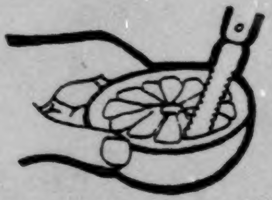
Before any fresh fruit can be used, it must be preprocessed (cleaning and paring of fruits for cooking or preparation). Since paring and cutting of the fruit speeds decaying/deterioration, the fruit should be used as soon as possible.

Basic Rules for Preparation (fresh fruit):

1. Wash all fruit to remove the dirt. Be careful not to bruise the fruit.
2. Put fruit in the refrigerator.
3. Remove the peel and cut the fruit just before the fruit is to be served. Not all fruits need to be cut. Some fruits have peelings that are good to eat such as grapes, apples, and plums.
4. Fresh apples, bananas, peaches, and pears turn dark when they are cut. Dip them into lemon, pineapple, orange or grapefruit juice. This will keep the fruit from turning dark.
5. Put berries in a colander. Remove any bad berries. Wash by lifting up and down in cold water. Drain.
6. Place CITRUS fruit on a cutting board. Cut into sections. Use a sharp knife to slice. The cutting board holds the fruit in place while you are cutting and slicing.

How to Prepare Orange/Grapefruit Sections:

1. Cut off rind (hard outer covering) from top.
2. Pare with a sharp knife, using sawing motion. Pare just deep enough to remove white membranes with the rind or cut off a slice of the top and bottom, then cut away peel on the sides, slicing from the top to the bottom.
3. Remove any white membranes while the fruit is still whole.
4. When paring, cut the fruit into two halves.
5. Cut on each side of the dividing membranes to free each section.
6. Remove seeds.
7. Oranges may be served as is while grapefruits may be combined with berries, sliced bananas, or sections of unpeeled red-skinned apples.



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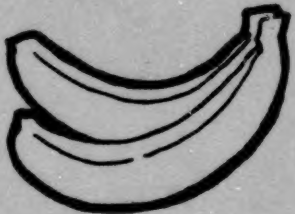
How to Prepare Grapefruit Halves:

1. Get sharp knife, kitchen shears, cutting board, and grapefruit.
2. Wash grapefruit under cool running water.
3. Drain or dry with clean paper towel.
4. Place grapefruit on cutting board.
5. Hold grapefruit with one hand (while it is on the board) and knife with the other hand.
6. Cut grapefruit in half-crosswise.
7. Take kitchen shears and cut the membrane holding the center core.
8. Remove core.
9. Take sharp knife and cut around the fruit between membrane and peel to separate.
10. Take knife and separate membrane from wedge-shaped section of fruit; loosen each section from rind.
11. Serve with a cherry (or other colorful fruit) in center where the core was removed. You can also add honey and glaze the grapefruit halves under the broiler at 500°F for 2-3 minutes.

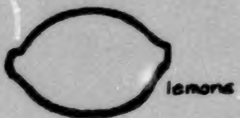
How to Prepare Bananas:



1. Rinse banana peel in cool water.
2. Dry banana with paper towel.
3. Take a sharp knife and cut the end off the banana.
4. Strip each peel section to the bottom of the banana.
5. Lay peel on counter or drop in trash can to prevent accidents.
6. Remove any strings or mashed areas with a knife.
7. Take a knife and crosswise slice the banana into ¼ inch slices.
8. If for immediate use - serve.
9. If for future use (1-2 hours), place slices in container and sprinkle with lemon juice or commercial fruit fresh to maintain color.
10. Cover container and store in refrigerator.

NOTE: Storing peeled and sliced bananas is not recommended.

How to Prepare Lemons:



1. Get a sharp knife, cutting board, and a container.
2. Wash lemons under cool running water.
3. Drain lemons on counter.
4. Place a lemon on cutting board.
5. Hold lemon with one hand and cut into halves until all halved sections equal eight wedges.
6. Place wedges in container.
7. Repeat process until all lemons have been prepared.
8. Cover container and refrigerate.

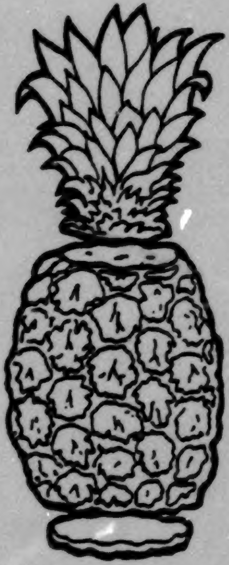
INFORMATION SHEET #3 (Continued)

How to Prepare Berries: (Blueberries, Red raspberries, blackberries)

1. Pour berries in shallow pan. Remove overripe or damaged berries.
2. Place berries in colander and wash by lifting up and down in cold water, change the water often.
3. Drain and place in a shallow pan in the refrigerator to chill.
4. Combine berries with melon balls or use to garnish other fruits.

How to Prepare Fresh Pineapple:

1. Wash with brush.
2. Cut off tip and bottom with a bread knife using a sawing motion (See picture #1).
3. From top to bottom, cut the pineapple in half, then in quarters (4 sections).
   Cutting down, remove the center core. (See picture #2)
4. Cut free from shell or hull (See picture #3).
5. Slice in bitesize or correct portion to be served in or out of the shell.
6. May be served with powdered sugar or with other fruits, such as strawberries.



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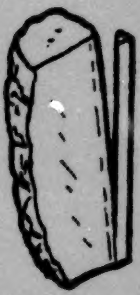

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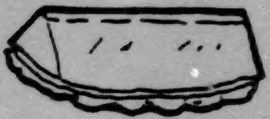


#3

Preparing Cooked/Baked Fruit

Fruits are often prepared and served raw as was discussed above. However, cooking fruits is also possible as cooking breaks down the cellulose or fibers and softens the fruits; makes the flavor more mellow; and usually a lighter color develops. Fruits may be baked, broiled, fried, or cooked in liquid. The two methods we will discuss are cooking and baking.

Cooking in liquid:

1. Poached - Fruits are selected that are an acceptable shape. They may be pared and then left whole or cut into large pieces. Remove seeds if fruits are cut. Cook in sugar syrup slowly over low heat just until done. Sugar helps to hold the shape of the fruit. The amount of water and sugar should be 2 to 1; that is, for every 2 cups of water add 1 cup of sugar.
2. Remove the seeds. Cut fruits into small pieces so cooking will take place quickly. Put in a pan with a small amount of water or fruit juice. Cook over medium heat; stirring occasionally to break food apart. Sugar and seasonings may be added to enhance taste. Smooth sauce may be made by running the fruit through a blender or strainer. Overripe fruits may be saved (preserved) by cooking to a sauce.
3. Dried fruits - Wash fruit, if necessary. Prepackaged fruits may not need washing. Soaking should be done to decrease the cooking time. To soak, cover fruit with water and bring to a boil. Remove from heat and let stand ½ hour. Heat to a simmer after water-soaked until tender. Add sugar and let it dissolve - ¼ cup per pound of fruit. Season to taste with lemon juice, cinnamon, cloves, etc.

Baking:

1. Allows fruit to keep its shape, but still be tender inside.
2. Temperature should be 350-400°F when baking.
3. Fruit may be baked while halved or cut into pieces.
4. Apples are most popular fruit to be baked.
5. Several fruits may be baked together.
6. Some of the skin should be removed to prevent the fruit from exploding since air needs to circulate or move inside the fruit.

ACTIVITY #1

Directions: Prepare fresh fruit as directed in information sheet #3. Your instructor will evaluate your performance and final product(s). When all fruit is prepared, arrange on a platter and garnish as desired for serving.

Equipment Needed:

Paring knife
Bread knife
Towel
Shallow pan
Fruit platter
Citrus knife
Lemon juice
Mint leaves/other garnishes

Fruits to be prepared:

(choose two!)

1 - fresh pineapple cut into chunks
1 - fresh orange, sectioned
1 - pint fresh berries
1 - banana
1 - lemon

ACTIVITY #2

Directions: Prepare at least one cooked/baked fruit recipe as directed in any standardized quantity foods recipe (see for example, Baked Apples or Applesauce in Food for Fifty). Your instructor will evaluate your performance and final product(s).

CONSUMABLE

POST-TEST

Prepare Fruits

Directions: Select the best answer for each of the following questions. Write your answer in the blanks provided.

_____ 1. A banana is a
a. pomme fruit c. tropical fruit
b. drupe fruit d. citrus fruit

_____ 2. An apple is a
a. pomme fruit c. tropical fruit
b. drupe fruit d. citrus fruit

_____ 3. Pineapple may be purchased
a. fresh c. canned
b. frozen d. all of the above

_____ 4. Fruits may be dried by
a. exposure to sun c. exposure to heat
b. exposure to air d. all of the above

_____ 5. Fruit will keep its shape when cooked
a. at high temperatures c. quickly
b. slowly d. in liquid

_____ 6. Fruits in season have
a. lower cost c. low availability
b. higher cost d. both b and c

_____ 7. Canned fruit should be stored
a. in the refrigerator c. in a cool, dry place
b. at room temperature d. in a dark room

_____ 8. To help prevent browning, apples and bananas should be
a. soaked in lemon juice c. prepared close to serving time
b. peeled and refrigerated d. stored at room temperature

_____ 9. Fresh fruits should usually be stored at
a. 36-45°F c. greater than 50°F
b. less than 50°F d. 55-60°F

_____ 10. Fresh fruits should not be
a. soft in texture c. odd-shaped
b. under or overripe d. all of the above

_____ 11. If ice appears on the outside of a frozen fruit package, it has been
a. thawed slowly c. opened and resealed
b. thawed and refrozen d. both a and c

POST-TEST (Continued)

_____12. If dried fruits are too hard, they have been
a. picked when underripe　c. dried too much
b. left open to air　d. damaged by insects

_____13. Opened, canned fruit should be stored
a. in the refrigerator　c. in a cool, dry place
b. at room temperature　d. in a dark room

_____14. All fruits should be washed before storing except
a. apples　c. peaches
b. berries　d. bananas

_____15. Strong-flavored fruits should be stored
a. in the refrigerator　b. in a plastic bag
b. at room temperature　c. both a and c

_____16. Frozen fruits should be thawed
a. at room temperature　c. in an air-tight container
b. in the refrigerator　d. open to the air

_____17. Applesauce, fruit cocktail and several other fruits are served in
a. #12 scoop portions　c. 1/2 cup portions
b. 1/3 cup portions　d. #20 scoop portions

_____18. To prepare orange or grapefruit sections, remove the white membrane
a. when the fruit is whole　c. before serving
b. when the fruit is pared　d. both a and c

_____19. When cooked in liquid, sugar is added to fruit to
a. reduce cooking time　c. hold shape of the fruit
b. change the fruit's color　d. break up the fruit

_____20. When baking fruits, remove some of the skin to prevent the fruit from
a. shrinking　c. floating
b. exploding　d. breaking apart

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Fruits

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Met requirements of recipe.			
-Maintained natural color after preparation.			
-Maintained shape after preparation.			
-Was garnished properly.			
-Used the correct portion size.			
-Was served attractively.			

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) +, (2) -, (3) +, (4) +, (5) +, (6) +, (7) -, (8) -, (9) +, (10) -, (11) -, (12) +, (13) +, (14) -, (15) +, (16) -, (17) +, (18) +, (19) +, (20) -

WORKSHEET #1

I. (1) F, (2) B, (3) D, (4) A, (5) C, (6) E

II. A. Pears - All
  B. Oranges - Fresh, canned dried
  C. Apples - All
  D. Bananas - Fresh, frozen, dried
  E. Cherries - All

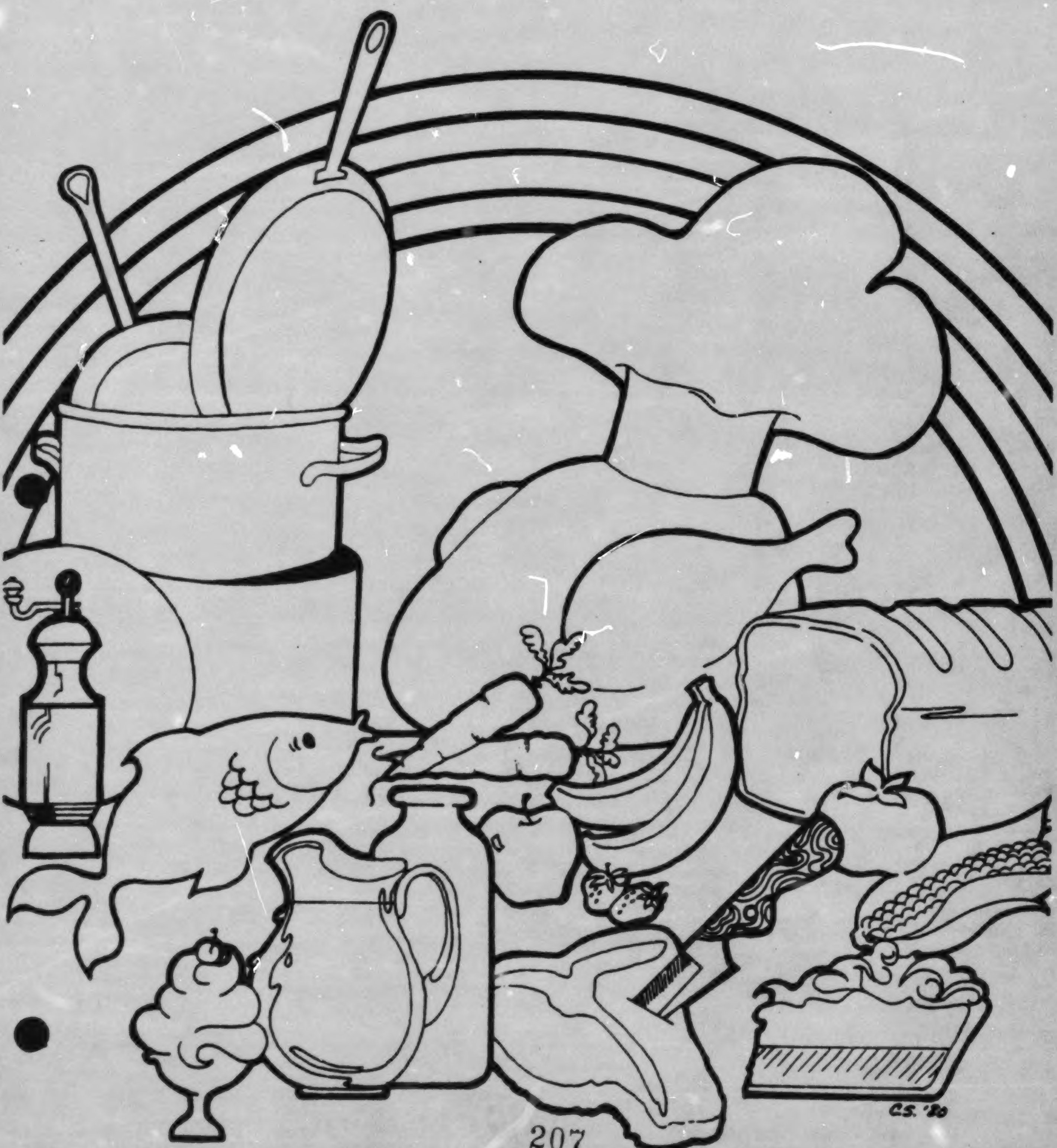
III. (1) firm, (2) mild, sweet; (3) heavy, (4) damaged, (5) bitter or sour, (6) mildewed, (7) solid, (8) soft, (9) 36-45°F, (10) refrigerator

POST-TEST

(1) c, (2) a, (3) d, (4) d, (5) b, (6) a, (7) c, (8) a, (9) a, (10) d, (11) b, (12) c, (13) a, (14) b, (15) d, (16) b, (17) c, (18) d, (19) c, (20) b

Food Service Worker

MODULE 25: SALADS



SALADS

Competence Area: F. Food Preparation

Competency Statement: 7.00 Prepare Salads

			Level
Tasks:	.01	Prepare fruit salads	Basic
	.02	Prepare vegetable salads	Basic
	.03	Prepare gelatin salads	Basic
	.04	Prepare leafy green salads	Basic
	.05	Prepare meat/cheese salads	Basic
	.06	Prepare seafood salads	Basic

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two types of salads. Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

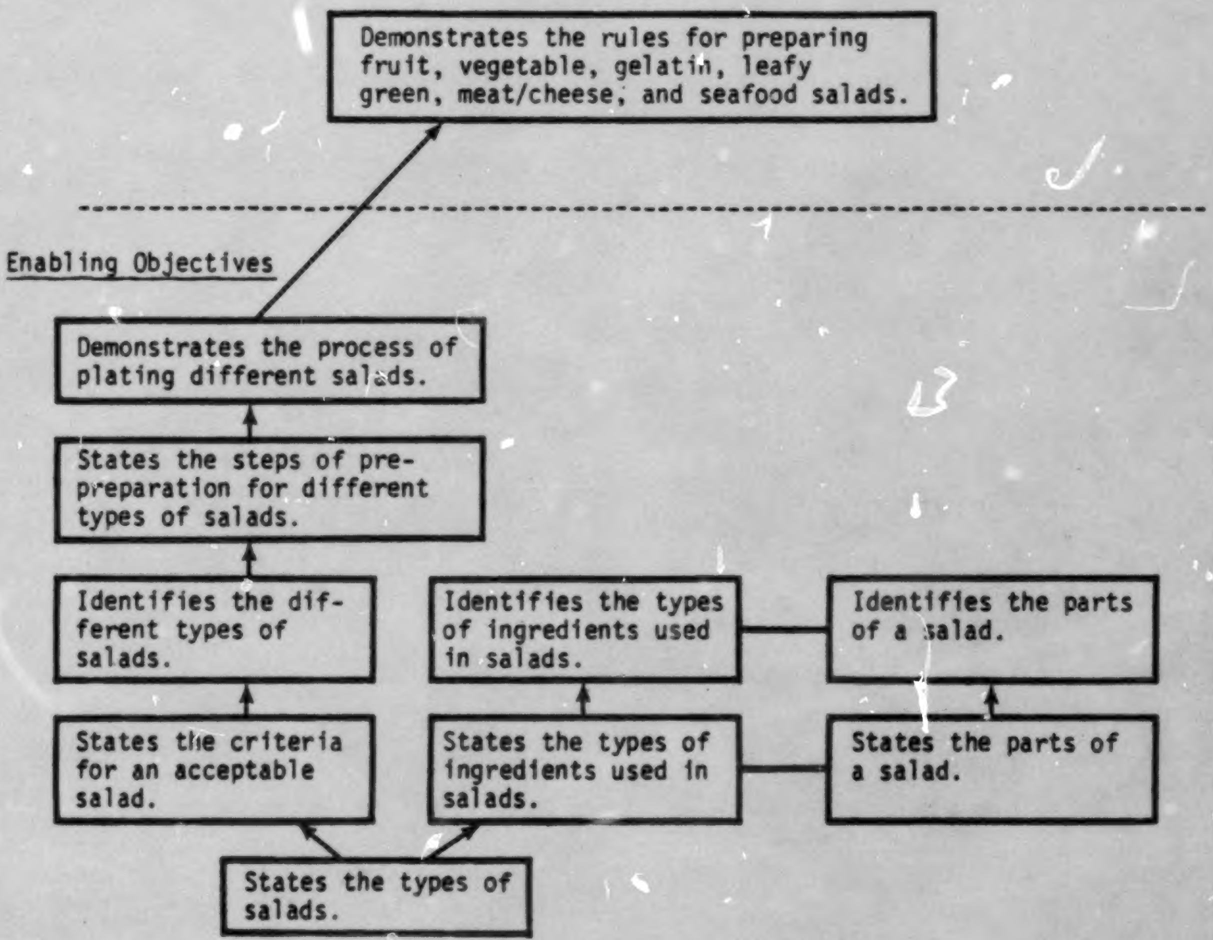
Prerequisites: Modules #1-10, 12-18, 23-24

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two types of salads. Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective


Demonstrates the rules for preparing fruit, vegetable, gelatin, leafy green, meat/cheese, and seafood salads.
Enabling Objectives
Demonstrates the process of plating different salads.
States the steps of pre-preparation for different types of salads.
Identifies the different types of salads.
Identifies the types of ingredients used in salads.
Identifies the parts of a salad.
States the criteria for an acceptable salad.
States the types of ingredients used in salads.
States the parts of a salad.
States the types of salads.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read directions and objectives for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Complete activity #1.
9. Read and study information sheet #3.
10. Complete activities #2 and #3.
11. Request post-test from instructor - complete. Consumable.
12. Turn completed work in to instructor.
13. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce unit, direct students to complete pre-test. When completed, discuss points of interest to begin unit.
2. Discuss objectives of the module and vocabulary words with students.
3. Discuss types of salad and have pictures available to show all classifications.
4. Have the four parts of a salad cut out of heavy paper and discuss functions of each.
5. Discuss and display the types of salad greens.
6. As a group discuss worksheet #1. Similar activity may be used with other examples.
7. Have different salad ingredients available that need prepreparation and allow students to prepare after discussing information sheet #2.
8. Direct students to complete worksheet #2.
9. Divide students into groups and have them complete activity #1. Discuss results.
10. Demonstrate (teacher) portioning and serving of salads.
11. Have students form an assembly line to complete activities #2 and #3 after discussing information sheet #3. Evaluate products.
12. Have students complete post-test. Collect and evaluate.
13. Direct students, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Exploring Professional Cooking, 1980 edition.
b. Food Service Careers, 1979 edition.
c. Elements Of Food Production And Baking, 1978 edition.
d. Salad Preparation, Cahner Books.

II. Audio-Visual Aids

a. Film loops (8mm) - Gelatin Molds
(From McGraw Hill)
- Washing/Storing Salad Greens
- Salad Greens
(From Eye Gate, Jamaica, NY 11435)

b. Films (16mm) - Salad Preparation
(From Department of Institutional Management,
Syracuse University, Syracuse, NY 13210)
- Head Lettuce - Salad Champ
(From United Fresh Fruit and Vegetable Association,
Bernard L. Lewis Inc., New York, NY 10010)

c. Filmstrips - A Cool Head for Salads
(National Educational Media Inc., 3518 West Cahuenga
Blvd., Hollywood, CA 90028)
- Food Preparation: Salads
(From Prentice-Hall Media, 150 White Plains Rd.,
Tarrytown, NY 10591)
- All About Garnishes
(From Ekco Housewares, Inc.)

d. Slides - Salad Preparation
(From Food Service Industry Work, Instruction Program,
Kansas State University, Manhattan, KA 66502)

e. Posters - Green Giant Food Co.

III. Activities

1. Make a display of different types of salad.
2. Experiment with several fruit juice combinations on salads. Evaluate the results.
3. Pre-prepare some salad greens by trimming and washing a day ahead. Compare appearance and palatability of pre-prepared greens with those not pre-prepared.

PROCESS SHEET (Continued)

4. Compare several samples of fruits: whole, halved, slices, and bite-size for salad plates. Discuss when and why each type might be used.
5. Examine menus of local restaurants to discover types of salads and salad dressings which they serve.
6. Prepare a bulletin board using attractive pictures of salads. Discuss and identify salads appropriate for various uses in a meal.
7. Visit school cafeteria kitchen to observe how salad ingredients are received and stored.
8. Visit an institutional kitchen to observe how salad ingredients are received and stored.
9. Practice cutting fresh vegetables into various forms.
10. Demonstrate use of cooked vegetables in salads.
11. Demonstrate arrangement of salad ingredients in several different ways emphasizing appetite appeal. Analyze advantages and disadvantages of each in terms of time used and appetite appeal gained.

PRE-TEST

Prepare Salads

Directions: Read each statement below carefully. If it is true, write "True" in the blanks provided. If it is false, write "False."

_____ 1. Citrus juice may help prevent browning of cut or peeled fresh fruits.

_____ 2. Main course salads are light to stimulate the appetite.

_____ 3. Salad ingredients should be stored at room temperature.

_____ 4. Plain gelatin is soaked in hot water; then dissolved in cold water.

_____ 5. Acceptable salads should have variety in color, texture, and shape.

_____ 6. The body is the main part of the salad.

_____ 7. Salad greens torn by hand will brown quickly.

_____ 8. Clean chilled salad plates should be used to prepare cold salads.

_____ 9. Leaf lettuce has cup-shaped leaves to use as a salad base.

_____10. A sweet salad dressing should be used on a mild-flavored salad.

_____11. Fish may be flaked, diced, or chopped for use in seafood salads.

_____12. A gelatin mold is loosened with warm water.

_____13. Watercress must have its core removed before used in a salad.

_____14. Vegetables may be freshened in cold water.

_____15. The base or underliner of a salad consists of salad greens.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Complete activity #1.
7. Read and study information sheet #3.
8. Complete activities #2 and #3.
9. Request post-test from instructor - complete.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Congeal - To become firm, as in gelatin.

2. Mold - To allow a liquid or semi-solid mixture to harden into a definite shape.

3. Sweet-Sour - A combination of sugar and vinegar producing a tangy flavor.

4. Tear - To break lettuce into bite-size pieces by hand.

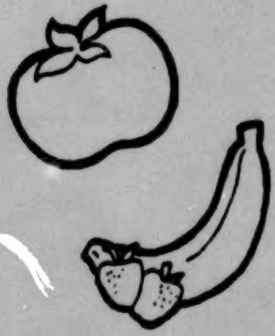
#1 INFORMATION SHEET

Any salad, if prepared properly, can add variety, crispness, color and refreshing flavor to meals. Different types of salads, simple or elaborate, serve various functions such as, appetizer, main course, or even dessert. Facts about salad preparation are many, so let's toss up our knowledge about salads; add some new ingredients; and garnish the facts with new zest!

Types of Salads

The following are examples of salad classifications:

1. Fruit salads:
   a. Have one or more fruits arranged on a salad green.
   b. May use fresh, frozen, dried, or canned fruit.
2. Vegetable salads:
   a. Use raw or cooked vegetables.
   b. May contain combination of raw and cooked vegetables for variety in flavor, texture and color.
3. Gelatin salads:
   a. Include mixtures that may be molded into a shape.
   b. May use plain gelatin or contain fruits, vegetables, or meats for variety.
4. Leafy Green salads:
   a. Include any type of greens suitable to be used as a salad.
   b. May contain other ingredients such as, meat/cheese or seafood.
5. Meat/Cheese salads:
   a. Contain protein-rich foods.
   b. Should contain pieces of protein food large enough to be easily identified.
6. Seafood salads:
   a. Contain fish or shellfish.
   b. May use raw or cooked seafood on salad greens or combined with other ingredients.

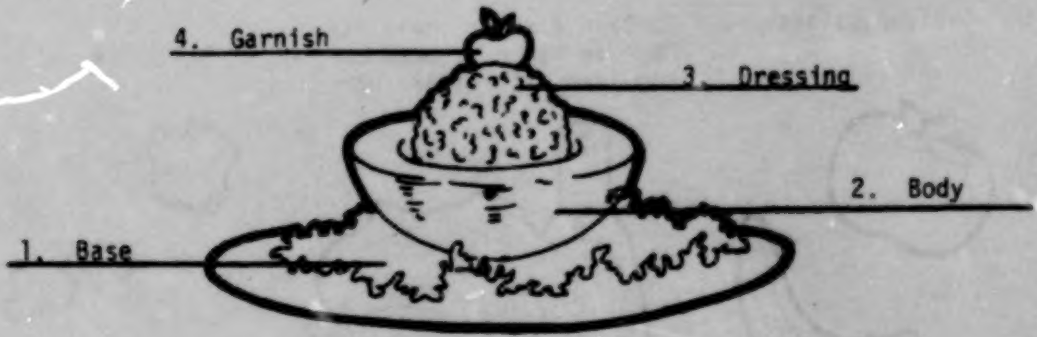


Another way to classify salads is to list them according to how they are used in a meal. These include the following:

1. Appetizer: a. A light salad to stimulate the appetite.
   b. Foods such as shrimp, lobster or crabmeat cocktails or fruits may be used. Another example is tossed salad.
2. Main Course: a. A hearty salad large enough for a meal.
   b. A combination of meat/cheese, seafood, fruit, vegetables, dairy, gelatin or macaroni products may be used. An example is tomato stuffed with tuna salad.
3. Accompaniment: a. A salad usually eaten along with the main course.
   b. Small, light salads that take the place of a vegetable in the meal. An example is pears served with cottage cheese.
4. Separate Course: a. A salad served after the main course.
   b. They may be served with crackers, melba toast, or rolls.
5. Dessert: a. A salad which is sweet in flavor; may be fresh, frozen or molded.
   b. A combination of fruits, nuts, dairy products, gelatins, or other ingredients may be used.

Parts of a Salad

The following are the four basic parts of a salad:



1. Base or underliner:
   - a. Consists of salad greens.
   - b. May be used as whole leaves, broken, or shredded.
   - c. May be eaten, but usually is not.
   - d. Keeps the plate from looking bare and provides color.

2. Body:
   - a. Is the main part of the salad.
   - b. Consists of a single food or several foods.
   - c. Is arranged attractively on the base.
   - d. Determines the salad classification.

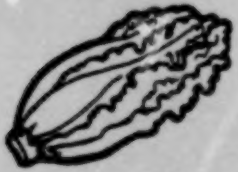
3. Dressing:
   - a. Is served with most salads.
   - b. Adds flavor, aids digestion, provides food value (nutrition), and may be added as a garnish.

4. Garnish:
   - a. Adds eye appeal.
   - b. May help improve the flavor of the salad.
   - c. May be part of the ingredients or may be an added extra.
   - d. Should be simple and attract attention to the salad.

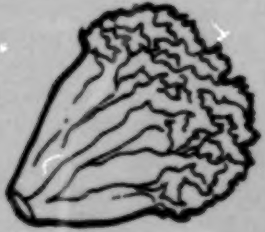
Types of Salad Greens

There are twelve basic salad greens you should become familiar with to help you develop skill in preparing salads. A combination of any four salad greens will make up the body of a salad. The twelve different salad greens are:

1. Romaine Lettuce:
   - A. Has a mild flavor and blends well with other greens.
   - B. Has an elongated (long), loosely packed head.
   - C. Has dark green outer leaves and white inner leaves.
   - D. Remains crisp longer than any of the other greens.

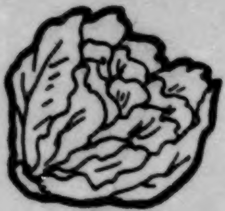


2. Belgian Endive Lettuce:
   - A. Has bitter taste and creamy white leaves.
   - B. Has an elongated, tightly packed head.
   - C. Has 4 to 6 inch long leaves.
   - D. Is very expensive and served by itself with dressing.



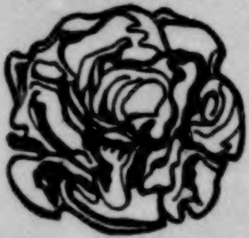
INFORMATION SHEET #1 (Continued)

3. Bib or Limestone Lettuce:



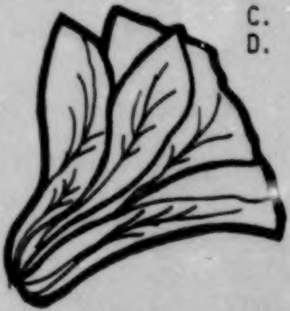
A. Has a sweet, mild flavor.
B. Will wilt and deteriorate (decay) rapidly.
C. Has a loosely packed head with dark green leaves.
D. Blends well with other greens; may be served alone.

4. Boston Lettuce:



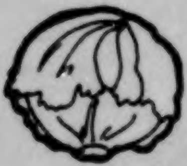
A. Is very tender, fragile and mild-tasting.
B. Has a loosely packed, round head with leaves that are easy to separate.
C. Has eight green outer leaves and eight yellow inner leaves.
D. Used as salad base because its leaves are cup-shaped.

5. Celery Cabbage:



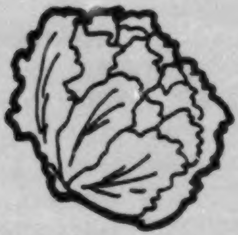
A. Is known as Chinese cabbage.
B. Resembles cabbage in taste.
C. Grows about a foot long with light, pale green leaves.
D. Must be used in small quantities because of its strong flavor.

6. Iceberg or Head Lettuce:

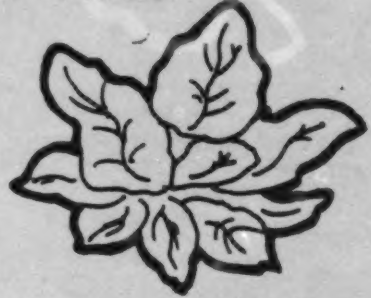


A. Is the most familiar and popular salad green.
B. Has a solid compact head, with pale green leaves; mild in flavor.
C. Keeps crispness for a long time.
D. Can be served alone or with other salad greens.

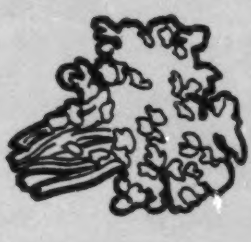
7. Escarole Lettuce:
   A. Has a broad, thick leaf.
   B. Has a bitter taste; very seldom eaten alone.
   C. Blends with mild or sweet greens.
   D. Has dark green leaves, trimmed in yellow.



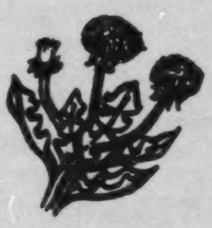
8. Spinach:
   A. Has course, dark, mild-tasting leaves.
   B. Must have long tough stem removed.
   C. Must be washed several times to remove sand and grit.
   D. Adds color and flavor to salads.



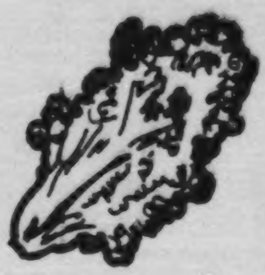
9. Watercress:
   A. Has small, round leaves which grow on thin stalks.
   B. Has a peppery taste; very perishable.
   C. May be used as a garnish more often than any other part of a salad.
   D. Resembles clover and is purchased in bunches.



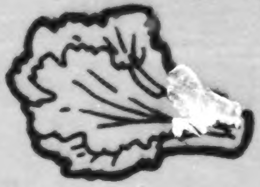
10. Dandelion Greens:
   A. Are fairly smooth, but have a slightly rough, irregular edge.
   B. Are tasty as long as the yellow blooms are not on the stalks (the blooms make the greens very bitter).
   C. May be blended or served alone.



11. **Chicory Lettuce**:
    - A. Has thin, irregularly twisted leaves; grows in bunches.
    - B. Has dark green outer leaves and white inner leaves.
    - C. Has bitter taste; used with milder greens.
    - D. Is used as a garnish on fruit salads and fruit plates.



12. **Leaf Lettuce**:
    - A. Is used very often as the base of a salad.
    - B. Is inexpensive (cost is low) and available year around.
    - C. Has soft, light green leaves and does not form a head.



WORKSHEET #1

I. Match the types of salads on the right with the correct examples or description on the left. Write the letter of the correct answer in the blanks provided.

EXAMPLE/DESCRIPTION

_____ 1. A congealed cherry salad
_____ 2. A protein-rich salad
_____ 3. Contains fish or shellfish
_____ 4. A pineapple-orange salad
_____ 5. Contains 4 types of salad greens
_____ 6. A three-bean salad

SALADS

A. Gelatin
B. Leafy Green
C. Seafood
D. Frozen
E. Vegetable
F. Meat/Cheese
G. Fruit

II. List and explain the 5 uses of a salad in a meal.

1.
2.
3.
4.
5.

III. List and define the 4 parts of a salad.

1.
2.
3.
4.

IV. Identify the salad greens described below by writing its name in the blanks provided. (Iceberg lettuce, watercress, spinach, leaf lettuce, Boston lettuce)

_______________ 1. Used in salads because its leaves are cup-shaped. Is tender, fragile, and mild tasting.

_______________ 2. Most popular salad green. Has a solid, compact head with pale green leaves.

_______________ 3. Must have long tough stem removed before use. Has coarse, dark, mild-tasting leaves.

_______________ 4. Used often as a salad base. Has soft, light green leaves and does not form a head.

_______________ 5. Is purchased in bunches and used as a garnish. Has small, round leaves and peppery taste.

#2 INFORMATION SHEET

Preparation of Salad Ingredients

Salads must be fresh. Therefore, preparation of salad ingredients should be done as close to serving time as possible to keep their crisp, clean and cool look. Salads must not be out of the refrigerator more than 20 minutes or crispness is lost. Below are some basic principles that should be followed in making any type of salad:

A. Buying, Handling, Storing

1. Use high quality fruits and vegetables for quality salad preparation.
2. Fully ripened fruit will be more flavorful in salads than fruit that is less ripe.
3. Avoid the use of wilted, discolored, overly mature or shriveled salad greens.
4. Store greens at a temperature of 32°F, in their shipping containers.
5. If greens are to be used within 24 hours, you may prepare them as soon as they are received.
6. Remove spoiled parts of fruits and vegetables promptly to prevent rapid spoilage.
7. Wash hands before and during the preparation of salads to maintain high standards of sanitation.
8. After removing the greens from the refrigerator, wash and trim them as soon as possible.
9. Ice water may be used to freshen vegetables, but they should not be left soaking in it indefinitely and should be drained thoroughly before being used to prepare salads.
10. All raw vegetables for salads should be CRISP, FRESH, DRY, COLD, and CLEAN.

B. Preparing

1. To prevent bruising of salad greens, it is preferable to tear or break them rather than cut them.
2. Use tools that are sharp. A dull knife will crush and bruise rather than cut salad ingredients.
3. Use a cutting board for cutting vegetables. A sharp, stainless steel French Chef's knife is a necessary tool.
4. Cut the ingredients in large enough pieces so they retain their identity.
5. Use fruit juices, such as orange juice or lemon juice, to prevent fruits and vegetables from turning dark when cut. Commercial Fruit Fresh may also be used.

(25) T.15
S.10

6. Place underliner on the dish without letting it extend over the edge.
7. Shredded or chopped greens may be used to give desired height to an otherwise flat-looking salad,
8. Place one ingredient at a time on each dish on the tray rather than trying to finish one salad at a time. Use leaf cups rather than flattened leaves.
9. Prepare salad ingredients attractively; place them close together, not spread apart.
10. When using cooked vegetables in salad, cook the vegetables unpeeled (whenever possible) to avoid the loss of nutrients.
11. Keep salads simple.
12. Use variety of color, flavor, and texture.

C. Storing After Preparation

1. Refrigerate all cold salads immediately after preparation to help decrease bacterial growth.
2. Store salad foods in small containers or on trays for faster cooling.
3. Serve salads as soon as possible to reduce spoilage.

D. Dressing and Serving

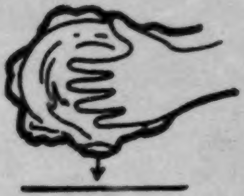
1. Use only edible garnishes and do not use too many.
2. Whenever possible, serve salad dressing on the side or separately.
3. Select salad dressing ingredients with care.
4. Put dressing on the salad at the last possible moment as dressing will wilt salad greens. Handle greens gently.
5. Use just enough dressing to coat the greens lightly.
6. Keep hot foods hot on warm plates and cold foods cold on chilled plates.
7. Serve salads that are neat in appearance, not haphazardly put together.

Preparing Salad Greens

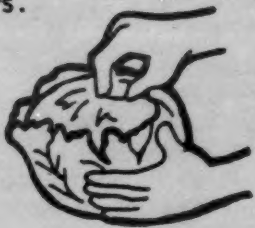
Since greens are used in almost all types of salads, it is very necessary that they be washed and stored properly! Below are guidelines for preparing salad greens:

1. Wash greens thoroughly several times in large amounts of cold water. Separate the leaves to remove all grit and dirt. (Sometimes it is necessary to cut leaves lengthwise to remove all of the dirt on some types of greens.)

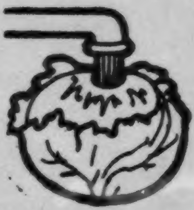
2. Iceberg lettuce must have the core (center) removed. The pictures show how to remove the core.
   a. Hold the lettuce head with both hands, bottom side down. Hit the bottom hard against a counter top. This will loosen the core.



   b. Remove the core with your fingers.



   c. Run cold water into the core hole to wash head thoroughly.



   d. Let lettuce head drain hole side down, Store in a plastic bag or covered container in the refrigerator.
3. Too much handling and cleaning before use will cause the head or leaves to turn dark brown.
4. After careful washing, drain greens well, remove the greens from the water by lifting them up with your hands. This allows grit and dirt to sink to the bottom of the container used for washing.
5. Use a colander or wire salad basket to drain salad greens.
6. After draining/removing as much water as possible, cover the greens with a clean, damp cloth or place in plastic bags to be stored in the refrigerator to keep crisp.
7. Greens should be very dry before using in a salad, to prevent the dressing from becoming watery/thin.

Preparing Other Salad Ingredients

For general guidelines of preparation for other salad ingredients, see information sheet #3 in this module or appropriate reference pages in Food for Fifty.

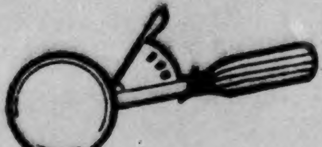
Portioning and Serving Salads

The salad type will determine the method of serving. Most salads are served in small salad bowls. Bowls are plastic or wooden with a usual diameter of 5½ inches and depth of 1-3/4 inches. They will hold about 12 ounces and are used for side order salads. When assembling (putting together) the salad, it is necessary to remember how the salad will go to the customer. Below are directions for assembling salads into portion sizes:

- -Collect equipment and supplies needed.
- -Assemble pre-prepared salad ingredients from the refrigerator and place on work surface (counter).
- -Position the specified number of trays on the work space. (Bun pans or sheet pans may be used for trays)
- -Arrange salad greens on each of the plates, using both hands (gloves on).
- -Place the salad body neatly in the center of the salad green (base). Use the correct portion scoop (Note: #16 scoop which holds 1/3 cup is most often used in portioning salads).
- -Garnish each item according to directions.
- -Slide the completed trays onto serving cart or into refrigerated unit or cold table, as directed.
- -Clean up work area.

The use of salad bars or buffet service by restaurants gives another way to serve salads. Buffet service allows the use of large salad bowls and platters. The buffet table where ingredients are displayed must be kept simple and in order to keep confusion down for the customer. Too many items of different colors will distract the customer's eye. Fruit salads served on a buffet may be placed in a watermelon basket or huge ice bowls.

A salad may become more attractive if it is served in an unusual container, such as scallop shells or shell-shaped dishes for seafood salads. Placing fruit salads inside grapefruit halves or small cantaloupe halves is another way to serve salads. Main dish salads may be molded into different shapes such as a ring or heart-shape.



INFORMATION SHEET #2 (Continued)

Criteria for Judging Salads

No matter how or when a salad is served it has to be acceptable to the customer. To achieve a quality product, you need to be concerned with the following:

1. Appearance: Ingredients arranged simply and neatly.
   Foods should be recognizable (known).
   Dressing on top, not dripping off the side of the plate.
   Colorful and fresh-tasting.

   Color can be pleasing when it exists as several shades of the same color, contrasting colors, or colorless. Here are some examples of color combinations: Green avocado and unpeeled red apples; red beets on Romaine lettuce; grapefruit, tomato and pineapple.

2. Flavor: Zesty and tasteful.
   May come from the ingredients or dressing.
   If the ingredient's flavor is strong, use a mild dressing.
   If the ingredient's flavor is mild, use a strong dressing.
   Tart-flavored ingredients should be used with sweet dressings.
   Examples of contrast in flavors are listed below:

   Grapefruit sections and apple cubes; bananas sprinkled with lemon juice and flaked coconut; shredded carrots and diced green pepper.

3. Texture: Crispy or crunchy.
   Combine soft with crisp foods.
   Combine stringy foods (celery) with smooth foods (berries).
   Combine juicy foods with crunchy foods.
   Examples of texture combinations follow:

   Avocado, apple and grapefruit; shredded carrots and ground peanuts; tossed grapefruit sections, celery and lettuce.

4. Shape: Should vary such as cubed, diced, sliced, minced, halved, whole, jellied, etc.
   Some combinations are given below:

   Green peas, pickle rounds and cheese cubes; shredded cabbage with pineapple tidbits; whole pitted prunes, pineapple spears and nuts or celery in raspberry flavored gelatin.

5. Garnishes: Used to tie in all of the above factors to make the salad acceptable with the meal.
   Should be kept at a minimum.
   Garnishes vary from A to Z: alfalfa sprouts, bacon, cinnamon apple rings, dates, egg, fruit, green pepper rings, herbs, Indian curry, julienne chicken, kidney beans, lemon slices, marshmallows, nuts, olives, parsley, quick-cooked rice, raisins, shrimp, tomato, uniform length green beans, vegetables, watercress, Ximenia (an African fruit), youngberries, zucchini.

6. Temperature: Use cold ingredients unless it is to be served hot. Place on chilled plates and keep refrigerated until served. Hot plates should be used for warm/hot salads.

7. Compatibility: Salad goes with the rest of the meal.
   If the main course is heavy, use a light salad.

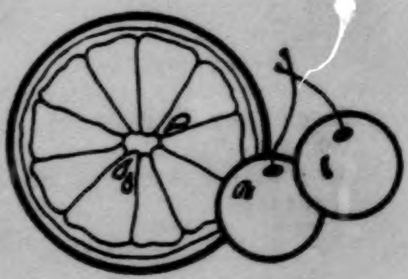
   Example: Roast beef/gravy, mashed potatoes and peas would use a very light salad such as, a halved pear on a lettuce leaf with peppermint candy crushed on top.

   If main course is light, use a heavy salad.

   Example: Tomato soup and grilled cheese sandwich would go with a large tossed salad containing several ingredients.

8. Dressing: Should go with salad to either lessen the strong flavor of the salad ingredients or bring out the mild flavor of the salad ingredients.

The salad must have eye appeal by using crisp, clean, and colorful ingredients at all times. All of the above factors must be considered no matter what type of salad is being prepared.



WORKSHEET #2

I. Place a check beside the following statements which describe correct basic principles for salad ingredient preparation.

_____ 1. Use fully ripened fruit for more flavor in salads.

_____ 2. Store salad greens at room temperature.

_____ 3. Freshen/crisp salad greens in ice water.

_____ 4. Cut ingredients in large enough pieces to retain their identify.

_____ 5. Cut salad greens with a knife to prevent bruising them.

_____ 6. Use vegetable juice to prevent fruits from turning brown.

_____ 7. Place salad ingredients close together on the plate.

_____ 8. Refrigerate cold salads after preparation.

_____ 9. Store salad foods in large containers for faster cooling.

_____10. Put salad dressing on salad at time of preparation.

II. Describe the portioning/serving process for simple salads.

III. List 5 criteria for judging salad acceptability.

1.
2.
3.
4.
5.

IV. Name a salad showing:

a. Variety of color -
b. Variety of flavor -
c. Variety of texture -
d. Variety of shape -
e. Dressing compatibility -

(25) T.21
S.16

ACTIVITY #1

Directions: Following the steps outlined below, wash a head of lettuce to be used in a salad. Washing will keep the lettuce fresh for future use.

Supplies Needed: 1 head of Iceberg - head lettuce, as purchased
Colander
Paper towels
Plastic bag and fastener
Refrigerator
Sink and water

Procedures to follow:

1. Get all supplies out for use.
2. Taking lettuce head in both hands, remove outside leaves and any bad spots by tearing out with fingers.
3. Go through leaves that were torn off to see if any may be used in a salad.
4. Lay any of the leaves that may be used on a paper towel.
5. Place the removed unused leaves in the proper garbage can or garbage disposal.
6. Remove the core of the lettuce as described in this information sheet.
7. Put core in the garbage can or disposal.
8. Place lettuce head and leaves in the colander.
9. Allow cold water to run over the leaves and head of lettuce.
10. Lettuce head and leaves should remain in the colander to drain off any extra water.
11. After lettuce has drained, place in a plastic bag and fasten tightly. NOTE: To remove air from the bag, press against it until bag is flat around the lettuce.
12. Place bag in the refrigerator until lettuce is needed, and clean up the preparation station (sink). Return all items to their proper place.

#3 INFORMATION SHEE

Preparing Fruit Salads

A fruit salad is very appealing year round and gives a cool relaxing atmosphere to the restaurant. The steps of preparation for fruit salads are:

1. Assemble necessary equipment such as towels, paring knife, citrus knife, French knife, chilled plates, lemon juice, etc.
2. Wash fresh fruit to remove any poisonous sprays and dirt.
3. Discard any blemished or overripe fruits.
4. Handle fruits gently to prevent bruising.
5. To prevent cut fruits, such as bananas, apples, pears and other fruits from turning brown, soak in a citrus juice such as lemon or pineapple.
6. Use stainless steel, glass or plastic containers also to prevent fruits from turning brown.
7. Drain any canned fruits to be used. (May purchase citrus fruits already sectioned such as grapefruit/orange sections in #10 cans.)
8. Soak any dehydrated/dried fruits to be used.
9. After all prepreparation has been done, chill fruits in a container if they are not to be used immediately. If the fruits are to used raw, the following rules should be followed:

    a. Lay base (such as lettuce leaf) on chilled plates.
    b. Arrange fruits, by using hands (gloves on), on the base.
    c. Make sure portions are all the same. If possible, use a scoop for dipping out salads.
    d. Garnish should be light and simple. Salad dressing should be sweet.

10. When one set of salads has been made, place in refrigerator to chill and keep cool. Repeat process until all salads have been made.

Preparing Vegetable Salads

In preparing vegetable salads, follow the procedures listed below:

1. Assemble all ingredients and equipment needed for the salad.
2. Wash salad greens several times in cold, running water. Drain and shake to remove excess water. Trim to remove bruised spots and cover with a clean, wet cloth or plastic wrap. Refrigerate.
3. Wash and trim all other vegetables.
4. Crisp vegetables in iced or very cold water for a short while. Drain and shake dry. Store in the refrigerator.

5. Dry all greens as much as possible before combining them.
6. Cut vegetables (i.e., cucumbers, radishes, tomatoes, and celery) thin enough to be easily chewed. Use a variety of shapes.
7. Combine vegetables in a bowl after all pieces have been cut into their proper sizes. This may be done up to a few hours before serving if the salad is refrigerated. Do not add salad dressing. Salads are mixed with dressing before service, or the dressing is served separately.

Preparing Gelatin Salads

Gelatin is formed from protein in connective tissues of young animals. It must be manufactured under sanitary conditions to meet high standards of purity.

Salads that contain gelatin are called "molded salads." The types of molded salads include: aspics, light salads and main dish gelatin salads.

Characteristics of Gelatin:

-Economical and easy to prepare
-Changes form without loosing flavor
-Has appetite and taste appeal; easily digested
-No limit to the combination of foods added to gelatin
-Can be prepared ahead of time. Stays fresh and usable several days, if stored properly.

General Facts About Preparing Gelatin:

-Soak unflavored gelatin in cold water. Heat when soaking is finished, to dissolve the gelatin.
-Flavored gelatin does not need to be soaked. Dissolve in hot liquid only. Add cold water or ice to speed the jelling (hardening) process.
-Acid and sugar will cause gelatin to loose its firmness. Pineapples must be canned or cooked before adding to gelatin since they contain a lot of acid. Do not use fresh or frozen pineapple.
-Add solid ingredients such as nuts, fruits, and vegetables when the mixture is slightly congealed (no longer liquid).

General Methods of Preparing Gelatin:

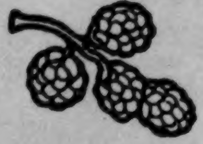
-Plain Gelatin:

1. Put cold liquid in a pan and sprinkle the gelatin over it. Let it stand 5 to 10 minutes.
2. Heat the gelatin or add boiling water to dissolve it. Use ½ cup of gelatin to 1 gallon of water. Add cold water to get desired amount.
3. After the mixture has reached room temperature, put it in the refrigerator.
4. When the mixture begins to congeal, add desired ingredients.
5. Cover and refrigerate.

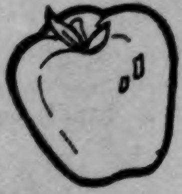
-Flavored Gelatin:

1. Put gelatin in container; add boiling liquid to dissolve (½ of the amount of liquid required) the gelatin.
2. Add the remaining as cold liquid.
3. Place in the refrigerator.
4. After it begins to harden (congeal), add ingredients desired.
5. Cover and refrigerate.

Foods That Will Float in Liquid (Uncongealed) Gelatin:



Apricots, fresh
Apples , fresh
Bananas, sliced
Blueberries, all types
Cantaloupes, cubed
Grapefruit, fresh or frozen
Honeydew melon
Oranges, fresh
Peaches, fresh
Pears, fresh
Plums, fresh
Raspberries, fresh
Strawberries, fresh



Food That Will Sink in Liquid (Uncongealed) Gelatin:

Apricots, canned or frozen
Cherries, canned
Fruit cocktail, canned
Grapefruit, canned
Grapes, canned and frozen
Oranges canned
Pears, canned
Pineapple, canned
Plums, canned or frozen
Prunes, dried or cooked
Raisins
Raspberries, canned or frozen

Foods That May Either Sink or Float in Liquid (Uncongealed) gelatin:

Apples, frozen
Cherries, frozen
Strawberries, frozen

strawberries

(25) T.25
S.20

Serving Molded Salads:

When unmolding a gelatin salad, have ready a slightly moistened, chilled tray or plate. Briefly dip the mold into warm water or run a knife around the edge of the mold. Shake the mold slightly and unmold the gelatin on a tray or plate. When unmolding a large mold that will serve a number of people, moisten a plate with cold water and place on top of the loosened mold. Turn the mold over and shake slightly to dislodge the gelatin. If salad greens are used, lift the edge of the gelatin with a spatula or a pancake turner and insert the greens under it.

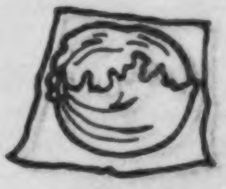
Preparing Leafy Green Salads

Salads that are usually served with the main course are a combination of salad greens. A salad that is composed mostly of greens has several names such as tossed salad, garden salad, and mixed green salad. A mixed green salad should contain only greens, but occasionally tossed or garden salad is made with added strips of turkey, ham, or chicken. This type of salad is called a chef's salad.

Procedures for assembling leafy green salads:

1. Gather all necessary equipment.
2. Wash all salad greens to remove dirt and grit.
3. Dry between towels after allowing greens to drain in colander. All moisture must be removed to prevent the dressing from becoming thin.
4. After drying the leaves, transfer them to an empty container to be sorted. Discard tough stems and tear the leaves into bite-size pieces. Small leaves may be left whole.
5. Toss the leaves and drain any extra water.
6. Dressing should be put on just before serving to prevent wilting. Dressing should be light, such as oil and vinegar mixture.
7. Serve on chilled plates or dishes.

NOTE: Steps 2 and 3 should be done just before salad is served! Also, leaves may be kept 2-3 days if they are kept between layers of paper towels. Must be kept in refrigerator in plastic bags.



Preparing Meat/Cheese Salads

This type of salad is used for the main course of a meal. The procedure for making these salads is as follows:

1. Gather all necessary equipment such as paring knife, French knife, butcher knife, cutting board, large containers, wooden spoons, etc.
2. If leftover meat is used, trim the meat off all bones, fat, and gristle. If meat has just been stewed or boiled, allow it to cool and then cut it up. Meat may be diced, cubed, or cut into strips.
3. Some meats may be marinated overnight and then combined with other ingredients.
4. Add other ingredients (already prepared) as suggested by recipe. Ingredients may include cooked vegetables like peas, or raw vegetables such as celery.
5. Combine ingredients, using a dressing (such as mayonnaise) that will hold the ingredients together, or combine flavors such as vinegar and oil (for marinating).
6. Refrigerate salad unless it is to be served hot.
7. Dish onto plates with leaf lettuce used as the base, or it may be molded into individual salads. Remember cold salads go on cold plates and hot salads on hot plates.
8. Garnish are desired. Repeat process until all salads are finished.

Cheese Tips:

-Very strong flavored cheese should be used only for flavoring and garnishes.
-Cottage, farmer, and ricotta cheese have to be preprepared before they can be used such as, whipping cottage cheese.
-Some cheeses that may be used are Mozzarella,Bleu cheese, and Swiss cheese.
-Dressing should complement the cheese salad.
-Some examples of cheese salads are: Cottage cheese salad; Cottage cheese mold with vegetables: Mozzarella cheese and salami.

Preparing Seafood Salads

A fish that is destined for the salad plate should be either braised ten minutes (cooked in small amount of liquid) or poached one hour (cooked in a large amount of liquid; fish is completely covered). Both cooking processes should be slow and not a hard boil.

Before cooking the head, veins, membranes, tail, and fins should all be removed. When done, the skin should be clear, moist, and firm enough not to allow a knife to be inserted.

The fish may then be flaked (using a fork to flip the meat from the bones), diced or chopped into bite-size pieces to be combined with other ingredients or left whole to be garnished. Some fish, especially shellfish, or other seafoods may be served raw in salads (such as shrimp). If served raw, the fish should be marinated in order to kill germs that may cause stomach upset or nausea. As long as fish is cooked above 105°F, it is safe.

ACTIVITY #2

Prepare at least one gelatin salad recipe containing fruits and/or vegetables as directed in any standardized quantity foods recipe (see for example Fruit Gelatin Salad and its variation Jellied Vegetable Salad or Tomato Aspic in Food for Fifty). Your instructor will evaluate your performance and final product(s).

ACTIVITY #3

Prepare at least one leafy green salad containing meat/cheese and/or seafood as directed in any standardized quantity foods recipe (see for example Tossed Green Salad and its variations: Chef's Salad Bowl, Bacon and Chicken Salad or Seafood Chef Salad in Food for Fifty). Your instructor will evaluate your performance and final product(s).

POST-TEST

Prepare Salads

Directions: Read each statement below carefully. Circle the word or words in parentheses ( ) that best complete the statement.

1. The (garnish, body) is the main part of a salad.
2. Flavored gelatin dissolves faster in (cold, hot) water.
3. Most salad ingredients should be stored (at room temperature, in the refrigerator).
4. Meat/cheese salads contain (protein rich, fatty) foods.
5. (Appetizer, Main course) salads are large and heavy to satisfy hunger.
6. (Head lettuce, Spinach) is a popular pale green, mild-tasting salad green.
7. (Watercress, Leaf lettuce) is a salad green often used as a garnish.
8. Fully ripened fruit has (more, less) flavor than fruit that is less ripe.
9. Serve cold salads on (warm, chilled) plates.
10. Freshen/crisp salad greens and vegetables in (cold, hot) water.
11. A chef salad is an example of a (vegetable, leafy green) salad.
12. (Ice, Steam) may be used to speed up the jelling process in gelatin salads.
13. The salad base/underliner consists of (fruit and vegetables, salad greens).
14. To prevent bruising of salad greens, (cut them, tear them) into pieces.
15. Use enough dressing on salad to coat greens (lightly, heavily).
16. A (#16, #20) scoop which holds 1/3 cup is used to portion most salads.
17. Combine cubed, sliced, whole, halved, etc. salad ingredients for variety in (texture, shape).
18. Canned fruits (should, should not) be drained before use.
19. To prevent browning of cut or peeled fresh fruit, use (citrus juice, vinegar).
20. If the body of the salad is strong-flavored, use a (mild, strong) dressing.
21. To unmold a gelatin salad, dip the mold in (cool, warm) water.
22. A meat/cheese salad is most often used as a (main course, separate course) salad.
23. Seafood used in salads may be raw or cooked at a (slow, fast) boil.
24. If the main course of a meal is light, use a (light, heavy) salad.
25. Aspic is an example of a (vegetable, gelatin) salad.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Salads

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	Gelatin A	 N	 NA	Leafy Green A	 N	 NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product						
-Met requirements of recipe.						
-Has all four parts.						
-Has simple, colorful combinations.						
-Used fresh, crisp ingredients.						
-Has balance in shape and texture.						
-Is artistically arranged.						
-Is chilled to 45°F.						
-Is served and plated correctly.						

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) True, (2) False, (3) False, (4) False, (5) True, (6) True, (7) False, (8) False, (9) False, (10) False, (11) True, (12) True, (13) False, (14) True, (15) True

WORKSHEET #1

I. (1) A, (2) F, (3) C. (4) G, (5) B, (6) E

II. (1) Appetizer, a light salad to stimulate the appetite.
(2) Main Course, a hearty salad large enough for a meal.
(3) Accompaniment, a salad usually eaten along with the main course.
(4) Separate Course, a salad served after the main course.
(5) Dessert, a salad which is sweet in flavor; may be fresh, frozen or molded.

III. (1) Base or underliner, consists of salad greens.
(2) Body, is the main part of the salad.
(3) Dressing, adds flavor, aids digestion, provides food value (nutrition), and may be added as a garnish.
(4) Garnish, adds eye appeal.

IV. (1) Boston lettuce, (2) Iceberg or head lettuce, (3) Spinach
(4) Leaf lettuce, (5) Watercress

WORKSHEET #2

I. 1, 3, 4, 7, 8, 10

II. Collect and assemble supplies and ingredients, arrange salad base on plates (with both hands), place salad body in center of greens and garnish.

III. (1) Appearance, (2) Flavor, (3) Texture, (4) Shape, (5) Temperature

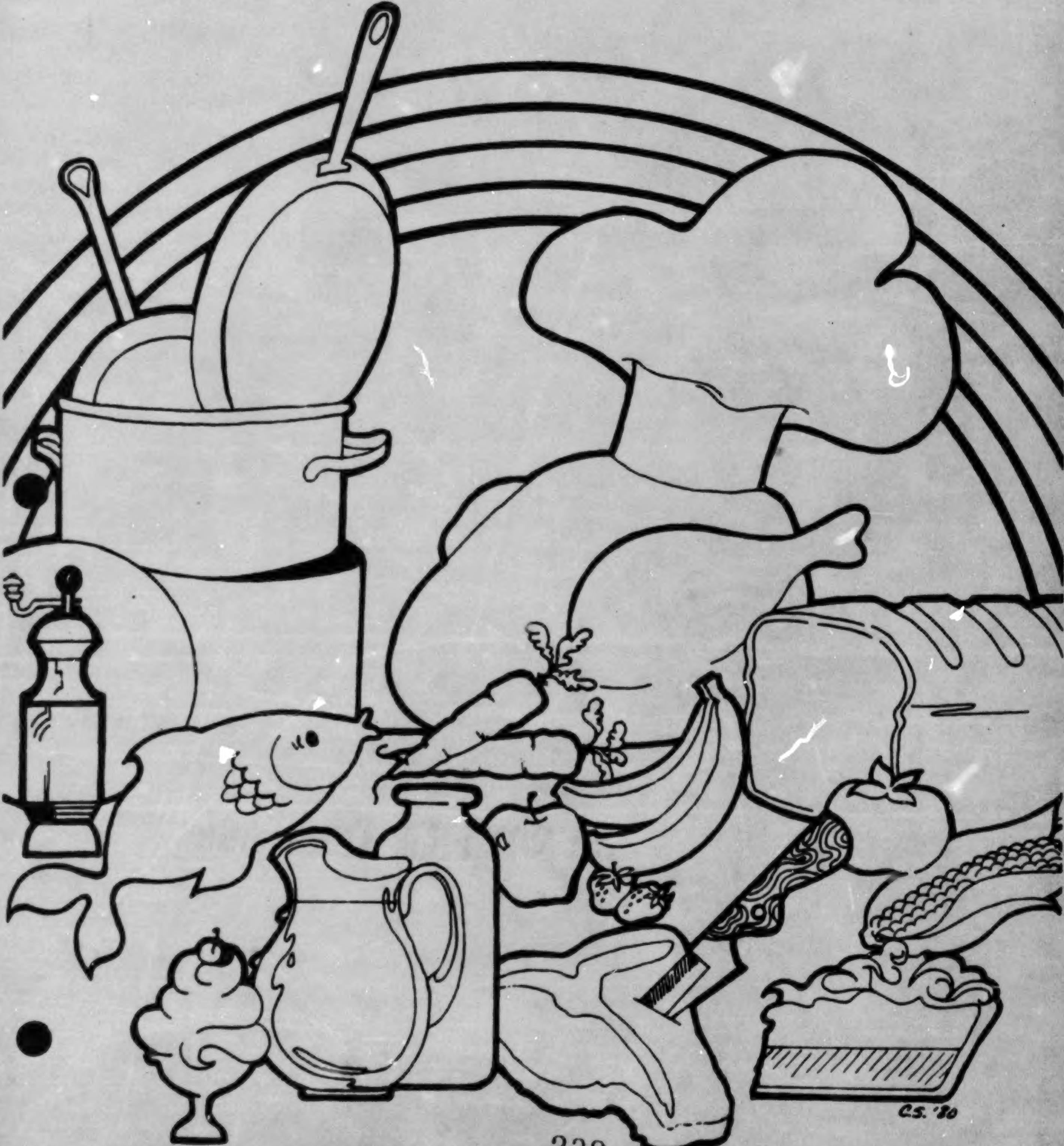
IV. (a) grapefruit, tomato and pineapple, (b) bananas sprinkled with lemon juice and flaked coconut, (c) shredded carrots and ground peanuts, (d) green peas, pickle rounds and cheese cubes, (e) should go with salad to either lessen the strong flavor of the salad ingredients or bring out the mild flavor of the salad ingredients.

POST-TEST

(1) body, (2) hot, (3) in refrigerator, (4) protein rich, (5) main course, (6) head lettuce, (7) watercress, (8) more, (9) chilled, (10) cold, (11) leafy green, (12) ice, (13) salad greens, (14) tear them, (15) lightly, (16) #16, (17) shape, (18) should, (19) citrus juice, (20) mild, (21) warm, (22) main course, (23) slow, (24) heavy, (25) gelatin

Food Service Worker

MODULE 26: SALAD DRESSINGS



SALAD DRESSINGS

Competence Area: F. Food Preparation

Competency Statement: 8.00 Prepare Salad Dressings

Tasks:			Level
	.01	Prepare oil and vinegar dressings	Special
	.02	Prepare mayonnaise dressings	Special
	.03	Prepare diet salad dressings	Special
	.04	Prepare dressings for fruit salads	Special
	.05	Prepare dehydrated dressings for salads	Special

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare oil and vinegar dressing, mayonnaise and fruit salad dressing. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-10, 16-18, 23-25

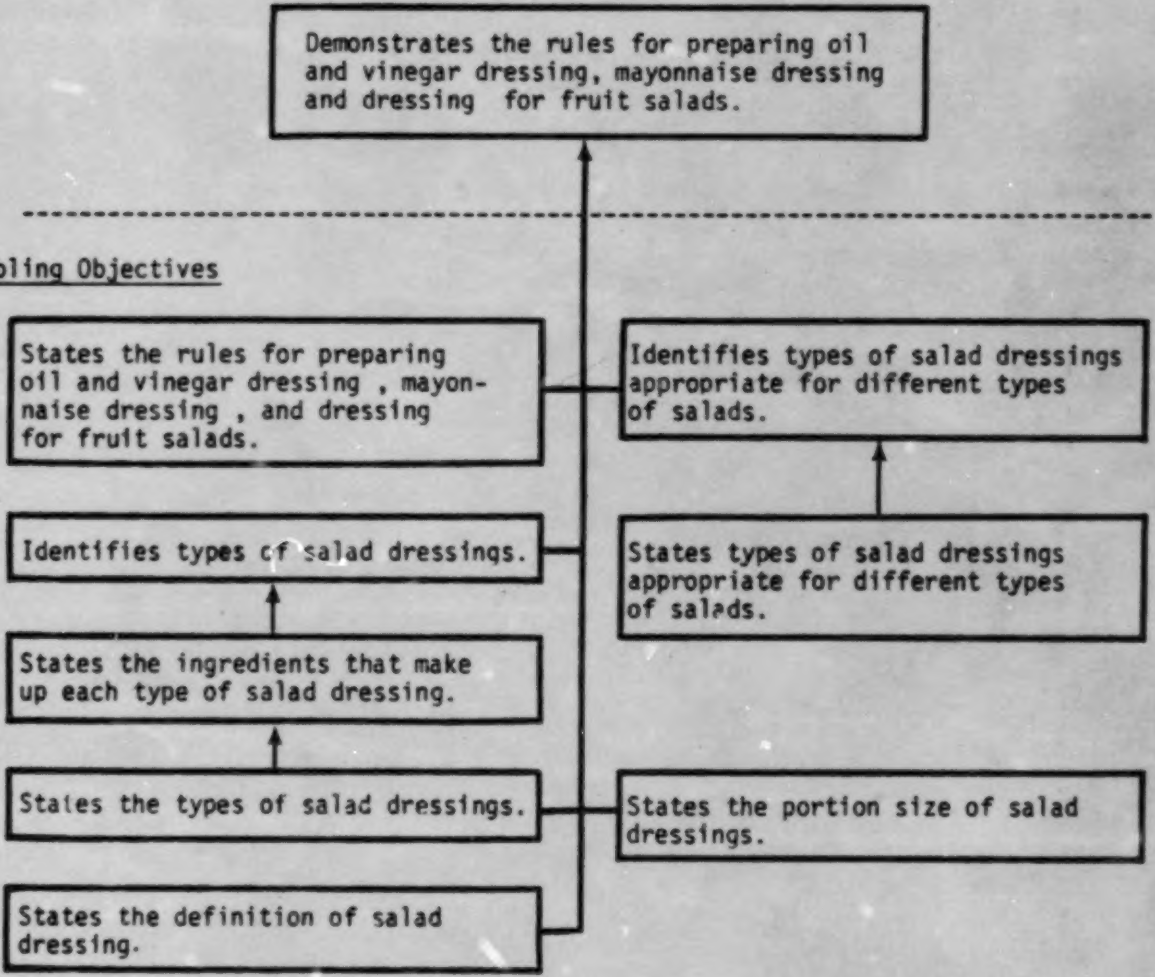
(26) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare oil and vinegar dressing, mayonnaise and fruit salad dressing. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing oil and vinegar dressing, mayonnaise dressing and dressing for fruit salads.

Enabling Objectives

States the rules for preparing oil and vinegar dressing, mayonnaise dressing, and dressing for fruit salads.

Identifies types of salad dressings appropriate for different types of salads.

Identifies types of salad dressings.

States types of salad dressings appropriate for different types of salads.

States the ingredients that make up each type of salad dressing.

States the types of salad dressings.

States the portion size of salad dressings.

States the definition of salad dressing.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student).

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Read and study information sheet #3.
9. Complete activities #1 - #3.
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student).

1. Complete pre-test, optional.
2. Discuss objectives and vocabulary words with group.
3. Make a display of different types of salad dressings and discuss the characteristics of each. Refer to information sheet #1.
4. Direct students to complete worksheet #1. Collect and evaluate.
5. Discuss information sheet #2 as a class.
6. Direct students to complete worksheet #2.
7. Discuss information sheet #3 as a class.
8. Have a wide variety of salads available (real or in pictures). Discuss the types of salad dressings that may be used on each.
9. Discuss salad dressing preparation (activities #1 - #3) and give instructor demonstration of mayonnaise preparation.
10. Divide into small groups. Assign each group one salad dressing recipe to prepare.
11. Direct students to complete post-test. Collect and evaluate.
12. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Cooking For The Professional Chef, 1976 edition.

PROCESS SHEET (Continued)

b. Elements Of Food Production And Baking, 1978 edition.
c. Exploring Professional Cooking, 1980 edition.
d. Salad Preparation, Cahner Books.

II. Audio-Visual Aids

a. Slides - Salad Preparation
 - Dipped Salad Assembly
 (From Food Service Industry Work, Instruction Programs, Kansas State University, Manhattan, Kansas 66502)

b. Filmloops (5mm) - Preparing Salad Dressings
 - Preparing Mayonnaise
 (From McGraw Hill Co.)

III. Activities

1. Demonstrate variations of a basic dressing.
2. Compare the flavor, cost and appearance of homemade vs. commercial dressings.
3. Develop different menus with each type of dressing studied.
4. Tour local restaurants with salad bars to observe how dressings are stored and served.
5. Take a survey of the class or school to determine the most popular salad dressing.

PRE-TEST

Salad Dressings

I. Read each of the following statements carefully. If it is true, write "T" in the blanks provided. If it is false, write "F".

_____ 1. Cooked dressing is a basic type of salad dressing.

_____ 2. Oil is an ingredient in mayonnaise.

_____ 3. Salad dressing aids in digestion.

_____ 4. Fruit/vegetable juice is substituted for oil in diet salad dressing.

_____ 5. Mayonnaise is heated during preparation.

_____ 6. Dehydrated dressing comes as a dry mix.

_____ 7. Oil and vinegar dressing must be shaken before each use.

_____ 8. Italian dressing is a basic type of salad dressing.

_____ 9. Mayonnaise dressings stay firm and thick at all times.

_____10. A salad dressing should not hide salad color.

_____11. Cooked dressing contains more oil than mayonnaise and French.

_____12. The portion size for salad dressings is 2 ozs.

II. Write the letter of the correct answer in the blanks provided.

_____ 1. The correct ratio of oil to vinegar in French dressing is:

a. 1 oil to 1 vinegar
b. 2 oils to 1 vinegar
c. 3 oils to 1 vinegar
d. 4 oils to 1 vinegar

_____ 2. After opening, most dressings are best stored:

a. in the refrigerator
b. in a cool, dry place
c. at room temperature
d. in the freezer

_____ 3. The salad dressing for a strong-flavored salad should be:

a. spicy
b. sour
c. sweet
d. mild

STUDENT GUIDE SHEET

*Directions: To Student Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Read and study information sheet #3.
7. Complete activities #1 - #3.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Binder - An agent (helper) that holds oil in suspension.

2. Consistency - The thickness of a liquid.

3. Emulsion - Droplets of oil suspended (held) in liquid. May be permanent (ingredients will not separate) or temporary (shaking will mix ingredients, but they will separate again later).

4. Suspension - Two or more liquids, combined in a container, but still separated because one is heavier than the other.

#1 INFORMATION SHEET

Salad dressing is a cold sauce which serves two basic functions:

1. It adds taste.
2. The oil in the dressing helps the stomach digest the raw foods in a salad.

Types Of Salad Dressings

I. Oil and vinegar -

A. Emulsion may be permanent or temporary:

-if permanent, eggs are used to bind it together
-if temporary, no eggs are used, and the dressing must be shaken before each use to mix ingredients well

B. Consistency:

-thick or thin, depending on type of emulsion
-mixture is usually 3 parts oil to 1 part vinegar

C. Seasonings may include:

-salt
-honey
-sugar
-herbs
-tomato sauce

D. Variations:

-Italian

-various French dressings

E. Storage:

-does not require refrigeration, but will keep longer if chilled

II. Mayonnaise -

A. Emulsion

-permanent

B. Consistency

-semi-solid (not firm)

C. Seasonings may include:

-chopped vegetables, olives, pickles, hard cooked eggs, nuts

D. Variations:

-Thousand Island
-Bleu Cheese
-Green Goddess

E. Storage (to prevent destroying the emulsion):

-refrigerate, but do not freeze

III. Cooked - Not used often in commercial kitchens!

A. Emulsion

-permanent
-made by adding binder (such as egg) to a liquid (such as milk)

B. Consistency

-contains less oil than other types

C. Seasonings may include:

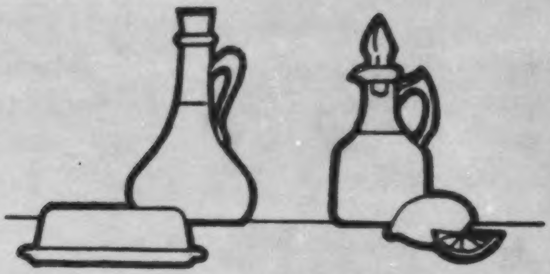
-herbs and spices

D. Variations (used in):

-cole slaw
-potato salad
-some fruit salads

E. Storage:

-refrigerate, but do not freeze



Ingredients In Salad Dressings

The quality of each ingredient in a salad dressing will determine the quality of dressing made. The basic ingredients are:

I. Fat or Oil:

-If the dressing is to be cooked, the fat may be shortening/oil or butter/margarine.

-If the dressing is not to be cooked, the fat is an oil such as corn, cottonseed, olive, peanut, soybean or sesame. (Mayonnaise should not be made from olive oil because of the taste).

-Oil is the most important flavoring for mayonnaise and French dressings.

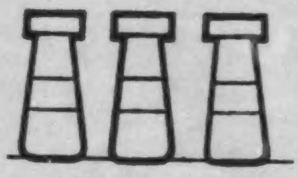
II. Acid:

-Adds flavor and helps in the emulsion process.

-May be either lemon juice or vinegar.

III. Seasonings:

-Any seasoning may be used for variety and flavor.



CONSUMABLE

WORKSHEET #1

Directions: Match the types of salad dressing on the right with the facts on the left. Write the correct letter or letters in the blanks provided. (NOTE! Blanks may contain more than one letter.)

FACTS

_____ 1. Used in cole slaw or fruit salad.

_____ 2. May have temporary or permanent emulsion.

_____ 3. Does not require refrigeration.

_____ 4. French dressing is a variation.

_____ 5. Contains less oil than other 2 types.

_____ 6. May be used as a sandwich spread.

_____ 7. Needs to be refrigerated.

_____ 8. Italian dressing is a variation.

_____ 9. Must be shaken before each use.

_____ 10. Has permanent emulsion.

_____ 11. May have thick or thin consistency.

_____ 12. Bleu Cheese dressing is a variation.

_____ 13. May contain chopped vegetables.

_____ 14. Uses egg as a binder.

_____ 15. Thousand Island dressing is a variation.

DRESSINGS

A. Oil and Vinegar

B. Mayonnaise

C. Cooked dressing

#2 INFORMATION SHEET

Selection Of Salad Dressings

There are several basic factors that determine selection of salad dressings.

A. Flavor: How does it taste with the salad

-Salads with a strong-flavored body need a mild dressing.
(ex. tuna fish salad with mayonnaise)
-Salads with a mild-flavored body need a highly seasoned dressing.
(ex. leafy green salad with Italian dressing)
-Sweet salads need a sweet dressing.
(ex. fruit salad with French dressing)

B. Color:

-Should not hide salad color, but make it more attractive.
(ex. vegetable salad with Italian dressing instead of mayonnaise)

C. Consistency

-Thick salads need thin dressing.
(ex. three-bean salad with oil and vinegar)

D. Purpose

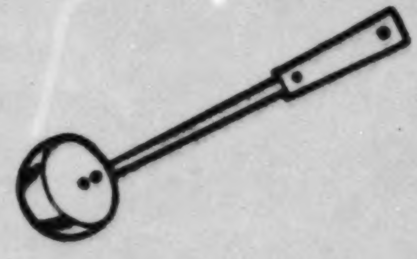
-to marinate: Improves flavor (soak overnight). Must be an oil and vinegar type with seasonings in order to combine the flavor of the salad. (ex. oil and vinegar for cucumber and onion salad)

-to bind: Holds salad ingredients together, Should be a simple basic salad. Salad ingredients should be diced or chopped. (ex. mayonnaise dressing with potato salad)

-to garnish: Makes salad attractive (usually of thick consistency) and flavorful. (ex. mayonnaise on top of a molded gelatin salad)

Just as selection of the proper dressing is necessary to salad success, so is knowing when to apply dressing. Most dressings are served separately or mixed in salads just before serving. Exceptions include potato salad, poultry, meat and seafood salads where the dressing binds the ingredients together.

The amount of salad dressing to apply to salads is also important, for money can be lost in food cost by over-portioning dressings and in customer dissatisfaction by under-portioning. Below can be seen a ladle for serving salad dressings.



1 oz. ladle holds 1/8 cup of
salad dressing

The amount of salad dressing should flavor the salad only, for too much dressing will cause the salad to become watery in appearance.

Proper storage of salad dressings ensures quality dressings over time. The best rule to follow for storage is "Refrigerate After Use/Opening." This prevents the oil from loosing its flavor or becoming strong-tasting (rancid).

WORKSHEET #2

Directions: For each salad below, list the most appropriate type of salad dressing, oil and vinegar or mayonnaise or cooked dressing.

SALAD	DRESSING
1. Fresh fruit	1.
2. Tomato cucumber	2.
3. Chicken	3.
4. Asparagus tomato	4.
5. Lime gelatin and pear	5.
6. Cottage cheese and peach	6.
7. Sliced pineapple-orange	7.
8. Potato and egg	8.
9. Shrimp salad	9.
10. Tossed green	10

WORKSHEET

#3 **INFORMATION SHEET**

Preparing Salad Dressings

I. Oil and vinegar dressings

1. Combine all ingredients such as oil, vinegar, salt, and pepper.
2. Mix well, either by shaking the bottle or mixing in the blender.
3. Add seasonings as desired.
4. Shake or blend well again.
5. Before serving, shake and pour on salad.

II. Mayonnaise dressings

Mayonnaise must be made very carefully in order to stand up well, and not separate. The oil and eggs to be used must be at room temperature 65-75°F. Use only the egg yolks in order to have a good binder. (The unused whites may be stored for later use.) Eggs should be fresh! The preparation process is:

1. Beat together egg yolks, then add them to the dry ingredients. (dry mustard, salt, sugar, and white pepper)
2. Add oil carefully - Must be done slowly in small amounts.
3. Acid or vinegar may be added with the oil (take turns or alternate). It's best to add vinegar after the emulsion has started. Continue beating for 5 more minutes until the right consistency is reached.

*NOTE: Ingredients may separate if (1) oil is added too fast; (2) oil is added in large amounts; (3) ingredients are not mixed well; (4) ingredients are at the wrong temperature.

If mayonnaise separates while mixing, you may still save the mixture by:

1. adding a fresh egg yolk and whipping again.
2. starting with a small amount of commercial mayonnaise, and adding the mixture slowly to this with continued beating.

III. Diet Salad Dressings

Almost every customer who orders a salad seems to be weight-conscious. Thus, the preparation of low-calorie dressings is very important. The caloric content of any salad is based on the amount of dressing applied to the salad. Vinegar with a little oil is lowest in calories, while cooked dressings have a lower caloric content than mayonnaise dressings. The caloric content of diet dressings may vary from 10-45 per tablespoon. The decrease in caloric content is due to the substitution of fruit or vegetable juices for the oil. Any basic recipe may be used with these changes, although purchasing these low-calorie dressings is more economical and less time-consuming for the restaurant.

IV. Fruit Dressings (Cooked)

Most fruit salad dressings are cooked. Differences in ingredients may vary from one recipe to another, but the basic principles are the same.

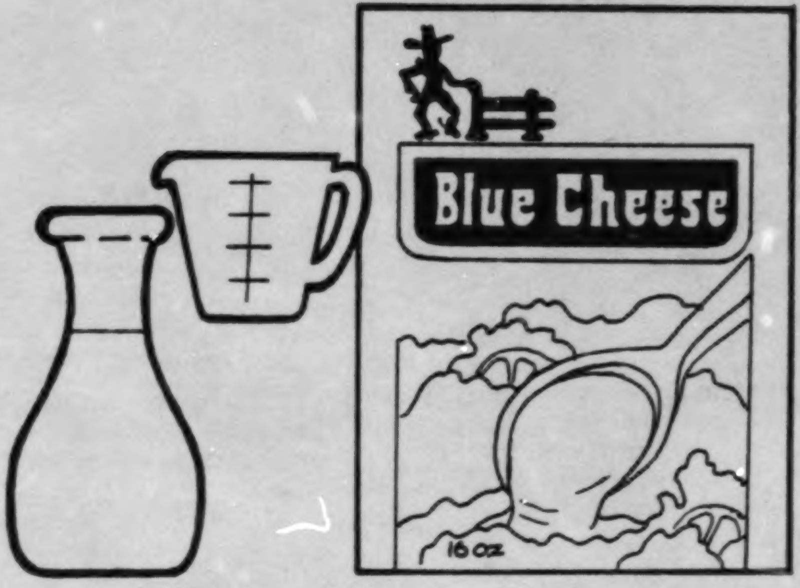
1. Combine all dry ingredients in a sauce pan.
2. Add liquid (usually milk) all at once to the dry ingredients, stirring to blend well.
3. Beat egg yolks until creamy.
4. Add some of the hot mixture to the egg yolks. (This changes the temperature of the eggs very slowly instead of at once.)
5. Add the egg mixture to sauce pan and continue cooking over low heat until thick and bubbly. Stir constantly with a wooden spoon, moving spoon in a figure 8 movement.
6. Add vinegar and butter or margarine. Stir until butter or margarine melts, and mixture is blended.
7. Dressing should have thick, creamy consistency and appear smooth and glossy. Remove from heat and set aside to cool.
8. Store in tightly covered jar in the refrigerator.

V. Dehydrated Dressings

Since the preparation of salad dressings is very time-consuming and expensive, many commercial kitchens have begun to use convenience salad dressing mixes. These prepackaged dehydrated (dry) mixes are mostly oil dressings. The only thing the cook has to do is add water, oil and vinegar. Directions for use are:

1. Pour required amount of vinegar into container. Amount is stated on container.
2. Add water.
3. Add dry mix and shake vigorously for required time.
4. Add salad oil and shake vigorously again for required time.

*NOTE: If a thicker dressing is desired, chill at least 15 minutes before serving. Keep refrigerated. Shake before pouring.



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S.12

ACTIVITY #1

Directions: Prepare an oil and vinegar salad dressing as directed in any standardized quantity foods recipe (see for example, French Dressing in Foods for Fifty). Your instructor will evaluate your performance and final product.

ACTIVITY #2

Directions: Prepare a mayonnaise dressing as directed in any standardized quantity foods recipe (see for example, Mayonnaise in Foods for Fifty). Your instructor will evaluate your performance and final product.

ACTIVITY #3

Directions: Prepare a cooked dressing as directed in any standardized quantity foods recipe (see for example, Fruit Salad Dressing in Foods for Fifty). Your instructor will evaluate your performance and final product.

CONSUMABLE

POST-TEST

Salad Dressings

I. Select from the list below basic types of salad dressing . Circle the letter beside the correct answer(s).

a. Bleu Cheese
b. French
c. Cooked
d. Mustard
e. Mayonnaise
f. Onion
g. Thousand Island
h. Oil and vinegar

II. Circle the correct type of salad dressing for each salad listed below, oil and vinegar OR mayonnaise OR cooked.

	Salad	Dressings
A.	Cole slaw:	Oil & vinegar/mayonnaise/cooked
B.	Onion cucumber:	Oil & vinegar/mayonnaise/cooked
C.	Tuna:	Oil & vinegar/mayonnaise/cooked
D.	Leafy green:	Oil & vinegar/mayonnaise/cooked
E.	Fresh fruit:	Oil & vinegar/mayonnaise/cooked

III. Match the types of salad dressings on the left with the correct basic ingredients AND method of preparation. Write your answers in the blanks provided. (NOTE! Each blank should have TWO letters.)

DRESSINGS	INGREDIENTS
_____ 1. Oil and vinegar	A. eggs, seasonings, oil, acid
_____ 2. Mayonnaise	B. dry seasonings
_____ 3. Diet dressing	C. vinegar, oil, seasonings
_____ 4. Cooked (fruit)	D. water, vinegar, seasonings
_____ 5. Dehydrated	E. fruit or vegetable juice
	F. eggs, milk, seasonings

METHODS OF PREPARATION

a. Reduce oil; add fruit/vegetable juice.

b. Add water, oil, vinegar to dry mix.

c. Combine eggs and seasonings; add oil slowly with acid.

d. Combine all ingredients; shake well.

e. Add dry ingredients to egg mixture; alternate oil and water.

f. Using a sauce pan, combine dry ingredients and milk; add eggs and heat.

FINAL CHECKOUT PERFORMANCE EVALUATION

Salad Dressings

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	Oil and Vinegar			Mayonnaise			Cooked (Fruit)		
I. Process	A	N	NA	A	N	NA	A	N	NA
-Followed safety procedures.									
-Followed personal safety habits.									
-Followed sanitation techniques.									
-Displayed personal hygiene.									
-Cleaned work area.									
II. Product									
-Met requirements of recipe.									
-Has pleasing flavor.									
-Has pleasing color.									
-Has correct consistency.									
-Ingredients are well blended.									

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) T, (2) T, (3) T, (4) T, (5) F, (6) T, (7) T, (8) F,
(9) T, (10) F, (11) T, (12) F

II. (1) c, (2) a, (3) d

WORKSHEET #1

(1) C, (2) A, (3) A, (4) A, (5) C, (6) B, (7) B & C, (8) A
(9) A, (10) B & C, (11) A, (12) B, (13) B, (14) A, B, & C, (15) B

WORKSHEET #2

(1) Cooked or mayonnaise, (2) Oil and vinegar, (3) Mayonnaise, (4) Oil and vinegar , (5) Cooked. (6) Cooked or mayonnaise. (7) Cooked or Mayonnaise, (8) Cooked, (9) Mayonnaise, (10) Oil and Vinegar or Mayonnaise

POST - TEST

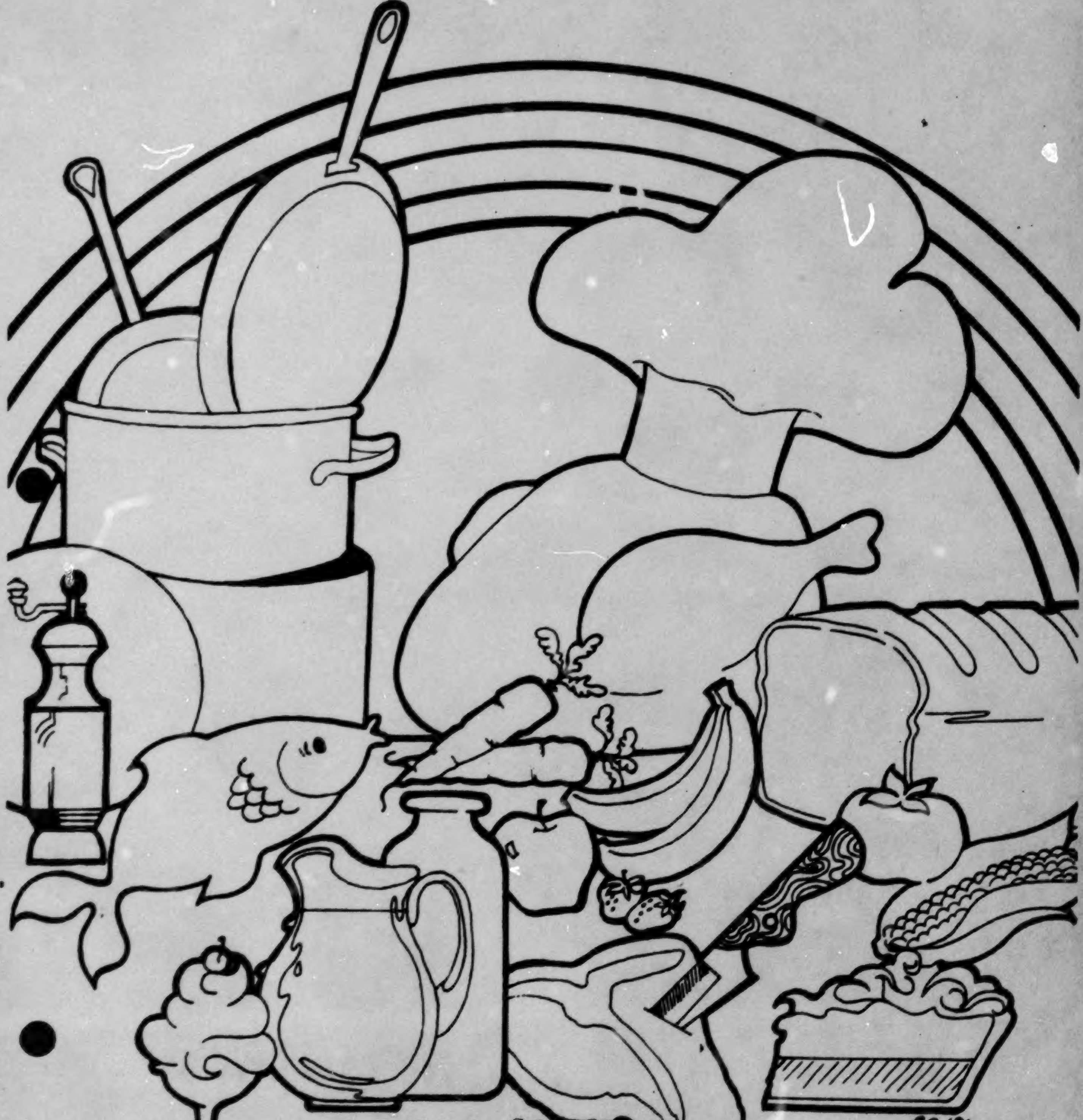
I. c, e, h

II. A - cooked, B - oil and vinegar, C - mayonnaise, D - oil and vinegar or mayonnaise, E - cooked

III. (1) C, d, (2) A, c, (3) E, a, (4) F, f, (5) B, b

Food Service Worker

MODULE 27: MEATS



MEATS

PART I - BASIC

Competence Area: F. Food Preparation

Competency Statement: 9.00 Prepare cuts of meat, poultry, fish, shellfish, variety meats and prefabricated meats

Tasks:		Level
.01	Grill meats	Basic
	a. hamburgers	
	b. breakfast meats	
.02	Deep-fat fry meats	Basic
.03	Bread meats	Basic

Specific Student Performance

Given standardized recipes and necessary supplies, the student will grill, deep-fry and bread meats, poultry, fish, or shellfish. Products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-14, 16-18

PART I - BASIC

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will grill, deep-fry and bread meats, poultry, fish or shellfish. Products will be rated by a checklist. All applicable items receive a rating of acceptable.

Performance Objectives

Demonstrates the rules for grilling meats (hamburger and breakfast meats).

Demonstrates the rules for preparing deep-fried foods.

Demonstrates the rules for breading meats, poultry, fish and shellfish.

Enabling Objectives

Identifies criteria for acceptable breakfast meats and grilled hamburgers.

Identifies steps in preparing grilled hamburgers and breakfast meats.

States criteria for preparing acceptable grilled meats (hamburger and breakfast meats).

States steps for preparing hamburger by grilling.

States steps for preparing breakfast meats.

Identifies acceptable criteria for deep-fried products.

Identifies correct procedures for deep-fat frying.

States acceptable criteria for deep-fried meats, poultry, fish and shellfish.

States safety precautions necessary for deep-fat frying.

States steps in preparing poultry, fish, meats and shellfish by deep-frying.

Identifies acceptable criteria for breaded products.

Identifies methods and ingredients for breading.

States criteria for preparing acceptable breaded meats, poultry, fish and shellfish.

States definitions and various breading ingredients used for meats, poultry, fish and shellfish.

States reasons for breading and steps in doing it.

PART I - BASIC

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheets #1 and #2.
5. Complete activity #1.
6. Read and study information sheets #3 and #4.
7. Complete activity #2.
8. Request post-test from instructor - complete. Consumable.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concept, discuss objectives and vocabulary words with group.
2. Direct each student to read and study information sheet #1.
3. Discuss information sheets #1 and #2. Re-emphasize safety and fire hazards, working with heat, electrical equipment, and fat.
4. Instruct each student to prepare meat by grilling (see activity #1).
5. Discuss information sheets #3 and #4.
6. Instruct each student to prepare chicken or substitute by deep-fat frying.
7. Direct students to complete post-test. Collect and evaluate.
8. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Cooking for the Professional Chef, 1976 edition.
   b. The Professional Chef, 1974 edition.
   c. Food Preparation for Hotels, Restaurants and Cafeterias, 1978 edition.
   d. Grill Cooking, Cahner Books.
   e. Fry Cooking, Cahner Books.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

a. Filmstrips
- Food Preparation: Meats, Seafood, and Poultry (From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
- Cooking Equipment (From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)
- Beef: Your Stake in Nutrition
  How to Buy Beef
  (From National Livestock and Meat Board, Chicago IL 60611)
- Six Keys To Be A Better Cook
- Frying Fundamentals (From Crisco, P.O. Box 136, Maple Plains, MN 55348)
- Successful Deep-Fat Frying
- Griddle and Short Order Cookery (From National Educational Media)
- Food Preparation (From Butterick Publishing Co.)

b. Transparencies
- Food Basics: Fish and Meat
- Food Basics: Fats and Oils (From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

III. Activities

1. Take a field trip to local fast food establishments to observe preparation of hamburgers, breakfast meats, and deep frying.
2. Demonstrate motion control and various methods of setting up for breading foods.
3. Observe school cafeteria preparation, techniques used in coating, breading and deep-frying foods.
4. View training films from local food establishments.
5. Have a discussion by resource persons from institutional food supply companies on various forms of meat, poultry, fish and shellfish, prebreaded foods, fat products in deep frying, and frozen meats.

PART I - BASIC

PRE-TEST

Prepare Meats

Directions: Indicate the following statements that are true, and those that are false by writing a "T" for true and "F" for false.

_____ 1. Grills should be preheated before cooking hamburger patties.

_____ 2. Hamburgers are cooked at 400°F.

_____ 3. Frozen hamburgers cook faster than those made from fresh ground beef.

_____ 4. Hamburgers from ground beef are portioned best by weighing.

_____ 5. Hamburgers should be turned several times while cooking.

_____ 6. Push fat back or off grill as hamburgers cook.

_____ 7. Sausage, bacon and ham should be cooked thoroughly.

_____ 8. Sausage and bacon may be cooked in the oven.

_____ 9. Food establishments most often buy bacon by the slab; then slice it to order.

_____10. Ham is usually purchased precooked.

_____11. Canadian bacon is an inexpensive flavorful breakfast food.

_____12. Breakfast steaks are cut as needed.

_____13. Breading requires bread.

_____14. Breading causes the food to absorb fat.

_____15. Deep frying may be done while doing other jobs.

PART I - BASIC

STUDENT GUIDE SHEET

*Directions To Student: Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheets #1 and #2.
3. Complete activity #1.
4. Read and study information sheets #3 and #4.
5. Complete activity #2.
6. Request post-test from instructor - complete.
7. Turn completed work in to instructor.
8. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Coating - Covering foods with dry mixture such as bread crumbs or flour before cooking.

2. Degrees of doneness -
   Rare - The inside of meat, usually beef, is heated but has a bright red color.
   Well-done - Meat is cooked completely throughout.
   Medium - Halfway between rare and well-done.

3. Fillers - Food extenders such as eggs, crumbs, cereal, etc., which make more servings and may also change flavor of the product.

4. Fillets - Thinly sliced, boneless serving portions of meat, fish, or poultry.

5. Grilling - A method of dry heat cookery over direct heat, using an electric or gas grill/griddle.

6. Pre-portioned - Foods purchased which have been pre-weighed or measured; come frozen from seller.

#1 INFORMATION SHEET

Many fast food establishments use the terms broiling, charbroiling, frying, and grilling to identify similar processes. Some restaurants use electric grills, gas-fired charcoal units, or conveyor belt broilers in preparing hamburger and breakfast foods. This module is aimed at food prepared on the electric or gas grill - a large flat heated surface suitable for preparing many portions of meat at one time.

Preparing Pre-formed Hamburgers

Many restaurants buy hamburgers already portioned and pressed. They come in boxes that are separated by sheets of waxed paper. Hamburger patties are the ideal food for portion control. Ground beef, occasionally mixed with fillers, is used. There are no leftover trimmings. The patty is machine molded and has exact weight to the quarter ounce. The pre-formed hamburgers cook faster and are more convenient in quantity cookery.

Restaurants can purchase either fresh or frozen hamburgers. If fresh hamburger meat is used, it should not be kept for more than 24 hours before using. Frozen meat takes longer to cook, but can be stored for longer lengths of time at 0°F, and it is easier to transport and handle.

To cook pre-formed hamburgers:

1. Turn on clean grill set at 325°F - 350°F.
2. Separate patties and remove divider paper.
3. Cook approximately two minutes on each side (When turning hamburgers of any type, use a metal turner or wide spatula. Never use a fork. It will puncture the meat and juices will be lost.)
4. Scrape charred particles into the grease trap as they form.

Preparing Hamburgers From Fresh Meat

Some restaurants still prefer to mix their hamburgers from fresh ground beef and other ingredients. In some areas, food regulations prohibit ingredients other than salt and pepper to be added to hamburger.

INFORMATION SHEET #1 (Continued)

The following are steps for making hamburgers, using fresh ground beef:

1. Turn on the clean grill set at 325°F - 350°F.
2. Assemble all equipment needed:
   Measuring cups and spoons
   Large mixing bowl and fork
   Metal scoop or dipper
   Portion scale
   Pancake turner or broad spatula
   Plates, wrapping paper or bag
3. Weigh and measure ingredients in the following proportions after assembling them on a tray:
   Ground beef (3 lbs.)
   Salt (3 t.)
   Black pepper (3/4 t.)
   Monosodium glutamate (3/4 t. - optional)
   Chopped raw onion (3/4 c. - optional)
4. Mix hamburger ingredients by placing all ingredients in a large mixing bowl. Mix lightly until well blended.
5. With scoop, portion ingredients into 12 small balls (4-5 oz.)
6. Cook hamburgers by placing on preheated grill using a broad spatula. Cook 3 minutes on each side, turning only once.

Hamburgers should be served at once for best flavor. They may be kept in a warmer, but some flavor is lost as they tend to become dry.

Characteristics of well-prepared hamburger patties are:

-fully cooked to degree of doneness required (see vocabulary for tests of doneness)
-free from excess fat
-a glistening, dark brown outside
-pleasing flavor
-served hot

#2 INFORMATION SHEET

Sausage, bacon, and ham - all pork products - are popular breakfast meats. These meats are pre-cooked and reheated for service when the breakfast volume is large. When the volume is small, they are cooked to order. Pre-cooking is done to speed up service, since breakfast must be geared for speed. Canadian bacon and breakfast steaks are products that are used less often, mainly because they are more costly items than those previously mentioned.

All pork products should be fully cooked before serving to avoid the possibility of infection with parasites such as trichinae. These are destroyed by cooking pork until well done.

bacon
sausage
pork chop

Sausage

Breakfast sausages come in two forms: patties and links. The patties may be purchased in this form, in bulk, or prepared in the kitchen from ground fresh pork and spices. If purchased in bulk or prepared in kitchen, they are portioned and formed into a 3 to 4 oz. serving by hand. Sausage patties, if pre-cooked in anticipation of a large volume of business, can be baked on sheet pans in the oven at 350°F, cooked in a skillet on the range, broiled under the broiler, or grilled on a griddle. Whichever method is used, they should only be cooked three-quarters of the way and finished when ready to serve. Sausage prepared in this manner should be used within 2 hours unless refrigerated.

Link sausage, sometimes referred to as "little pigs", average about 12 to the pound, and three or four are considered a good portion for breakfast. They are cooked by separating the links, lining on sheet pans, placing in the oven at 350°F, baking until three-quarters done, draining off excess grease, and finished by browning on the grill. After cooking they are removed to a hotel pan and held for service. Cook only in small amounts because, if held over for the next day's service, they become dry.

Bacon

Bacon may be purchased by the slab and sliced to the thickness desired on the slicing machine after the rind has been removed, or it may be purchased sliced in what is called a hotel slice or pack, meaning there are 20 to 22 slices per pound. It is rare to see restaurants slicing their own bacon from slabs. The cost of labor is the main reason. Most commercial establishments prefer the hotel pack and are willing to pay a few more cents per pound for convenience.

Bacon is cooked by separating the slices, lining on a sheet pan (fat side down), and slightly overlapping the slices. The sheet pan is placed in a 350°F oven and baked until the bacon is three-quarters done. Remove from the oven, pour off the grease, and with a kitchen fork or spatula drape the bacon slices over a platter on which vegetable dishes have been inverted. This helps to further drain bacon and will keep the slices from lying in grease until service. This method of cooking bacon is recommended because it reduces shrinkage and curling, improves appearance, and cooking will be more uniform. It is most often used when a large number of people must be fed at the same time as in cafeterias, lunchrooms, and hospitals. Bacon may also be cooked in a skillet on the range, on the broiler, grilled, but the results are not the same. Most fast food restaurants prepare bacon on the grill.

To prepare bacon on the grill, place individual slices on cold grill (may be placed on grill that is already hot from previous use). Over medium heat, cook bacon about 5-8 minutes, turning pieces occasionally so they brown evenly. If the heat is too high, the bacon will curl up too much, resulting in portions of the slice remaining uncooked.

Ham

Ham is usually purchased cooked, in a form that is boneless, boned or rolled. Because these forms will give superior shape, it is easy to portion (3 or 4 oz. pieces). Since the meat is already cooked, it is just a matter of heating it on the broiler, grill or griddle, or in a skillet before serving.

Canadian Bacon

Canadian Bacon - The boneless, smoked, pressed loin of pork - is popular on breakfast menus if price is not a factor. It contains more lean and less fat than ordinary bacon. In recent years the price of Canadian bacon has increased to the point where the average restaurant operator must think of his menu price before using it. On the grill, Canadian bacon is cooked over medium heat and browned lightly on both sides, turning occasionally.

Steaks

Breakfast steaks are usually thin beef steaks, pork chops, or pork steaks which can be prepared quickly by grilling. High heat tends to toughen the meat; therefore, temperature control and short cooking times are required. Most restaurants purchase breakfast steaks in frozen, preportioned, and ready-to-cook forms. Customers may order beef steaks cooked at different degrees of doneness: rare, medium, well-done. Thickness determines cooking time. (see vocabulary for tests of doneness).

Characteristices of well-prepared, grilled breakfast meats:

Sausage:

-fully cooked
-not overcooked or dry
-free from excess fat
-served hot

Ham:

-thoroughly heated, if precooked
-fully cooked, if fresh
-golden, glistening brown
-served hot

Bacon:

-a flat, crisp appearance
-a dry surface, free from excess fat
-pleasing flavor
-a hot, rather than warm, temperature

Steak:

-prepared to degree of doneness desired
-pleasing flavor
-free from excess fat
-served hot

ACTIVITY #1

Directions: Prepare at least one grilled meat (hamburgers or breakfast meats) as directed in any standardized quantity foods recipe (see Food For Fifty or information sheets #1 and #2). Your instructor will evaluate your performance and final product(s).

#3 INFORMATION SHEET

Deep-fat frying is the cooking of food completely covered with hot fat at temperatures ranging from 325°F to 375°F. Deep-fat frying is highly acceptable to the American public. It adds variety and color to the menu. In addition, the process is relatively inexpensive and lends itself to rapid service. Deep-fat frying also helps distribute the work load of the kitchen staff. The main disadvantage of deep-frying lies in improper cooking procedures and care and handling of food, fat, and equipment.

Foods to be deep-fat fried are usually coated, breaded or dipped in batter. The sudden contact of hot fat converts the coating into a crust which keeps the natural juices of the foods in, and the fat from being absorbed into the food being fried.

If the fat is not hot enough (below 325°F) the products become fat-flavored because the coatings wash off allowing the fat to soak into the food. Little browning and crispness can occur at low fat temperatures.

If fat is allowed to become too hot (above 375°F or above the temperature suggested in the processor's instructions), the coating becomes overly browned while the meat inside is undercooked.

Fats for Deep Frying

Among the various frying products are:

1. lard
2. rendered beef fat
3. vegetable shortenings
4. compounds
5. vegetable oils

Any mild fat which can be heated to 325°F - 375°F without burning may be used. The main concern is to minimize or limit fat absorption in order to increase tastiness, appearance, and digestibility of the products.

Vegetable shortenings, used often, serve double purposes: deep-fat frying and baking purposes. They have a lower fatty acid content which contributes to their frying life. They have a higher smoke point than most animal fats.

Deep-frying is a fast food process. Food must be fried just before serving. In addition, fried foods must be separated from the cooking fat and served as dry as possible.

Deep-Fat Frying Tips

Cooking without moisture does not tenderize tough food. Therefore, only tender,raw or precooked foods can be deep-fried. The cook or chef must select the correct size and quality of foods for fast frying. Only portion-sized or small, tender, moist food pieces can be deep fried. Either breading or batter coating must be used as a shield between food and fat.

The deep fryer uses a large quantity of fat, and reheats and uses this fat over and over again. The steam and flavor of the food escape into the fat of the fryer, changing the original composition of the frying fat. It is very important to strain or filter fat as often as possible, but at least once a day when used often. Also, fryer fat should be kept hot only when necessary and never over 375°F. Fats, when overheated, burn and become combustible. An electric deep fryer will explode into flames if it is overheated. Obviously, fat fires are dangerous and difficult to bring under control even with a CO_2 extinguisher.

Safety Precautions for Deep Frying

-Do not leave control knobs over 325°F when fryer is unattended.
-Do not depend on automatic features along; they may misfunction.
-Do not put too much food into baskets at one time.
-Do not put wet food into basket at any time.
-Dangerous moments at the fryer happen when filtering or changing fat. Before draining kettle, make certain all controls are off.
-Do not turn heat on unless elements are completely covered with fat.
-Automatic fryers are set to work with a full kettle of frying fat. Make certain fat is filled to the proper level to prevent overheating.
-Follow manufacturers directions on use and care of particular types and brand names of fryers used.

Products Often Associated with Deep-Fat Frying

1. Meats: used very little

   veal cutlets
   croquettes (ham and other cooked ground meats)
   chuck wagon steaks

2. Poultry: used often

   chicken breasts or legs
   boneless chicken wings
   croquettes

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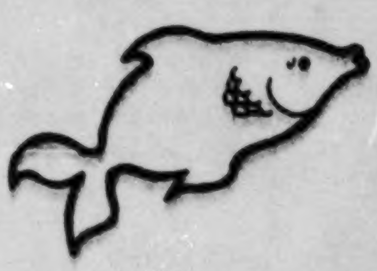
3. Fish: used often

   frozen breaded fish portions
   halibut, swordfish, haddock
   cod, flounder, sole
   fish cakes



4. Shellfish: used often

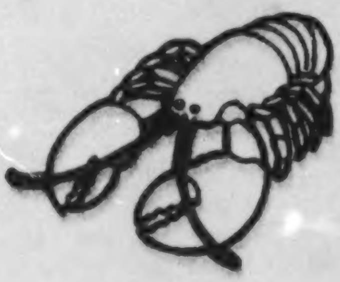
   clams, lobster, scallops
   shrimp, oysters

General Rules For Deep-Fat Frying

1. Preheat the fryer. Follow manufacturer's directions for correct temperatures. Very few fried foods need a higher temperature for cooking. The fat can be used much longer if not overheated, and if it is strained after each day's use.
2. Bread or coat the item, if needed. Some products are purchased by food establishments already preportioned and prebreaded (or coated with batter and breaded). This process is discussed in the following portions of this module. Various breadings may be used, such as flour, corn meal or bread crumbs. Cover meat thoroughly so it will brown easily.
3. Shake item when it is placed in fry basket. When the item is placed in the fry basket the excess breading should be shaken off so that is will not settle to the bottom of the grease and burn, thus shortening the life of the hot fat.
4. Fry until item is golden brown. Do not overbrown items for they will become dry and tasteless.
5. Drain off excess grease. This is done so food items will retain crispness and be more digestible.

Characteristics of well prepared deep-fat fried foods:

-crust clings tightly
-crust tender, even, not too thick
-inside completely cooked, moist
-edges not overcooked
-pleasing flavor
-soft, rich glaze or sheen
-not grease-soaked
-fresh, flaky (for fish), not tough



#4 INFORMATION SHEET

Although some restaurants use frozen pre-breaded portions, many restaurants prebread foods in their own kitchen. Except for french fried potatoes, deep fried foods have a coating. The coating is usually made of a mixture of starch, eggs and liquid. Depending on how these three ingredients are used, the coating is referred to as a batter, an egg wash, or a breading. Fish and chips are a food example of deep-frying in a batter. Southern fried chicken represents fried which is coated only. A veal or pork cutlet is breaded only. Food is coated before deep-frying for the safeguarding of the frying fat, the protection of natural food flavor, and a better golden-brown appearance. The coating also acts as a shield between the fat and the food. It absorbs some of the food flavor and juices on the inside and prevents the soaking of frying fat into the food from the outside.

The fast food establishments today mostly use breaded items since breading can be done in advance and stored under refrigeration. Dipping into batter must be done at the very moment before frying. It takes additional time and is much more difficult to handle than breaded or even coated food.

Breading

Breading means the coating of a product with bread crumbs to prepare the food for frying. Other ingredients are also referred to as breading. They include: cracker meal, corn flakes, corn meal, and other commercially prepared products.

The object of breading is to coat a product evenly with some type of breading agent that will form a crisp, protective covering when exposed to frying temperatures. Uniform (even) coating is of extreme importance. Cracks or breaks in the surface or incompletely breaded spots often cause bursting or splitting of the product under heat.

For a light coating:

Dip prepared food in milk; drain
Dredge with seasoned flour (salt, pepper, and other seasonings, as desired)

For egg and crumb coating:

Dip prepared food in flour (optional), then in a mixture of egg and milk or water. (Use 3 eggs to 1 qt. milk or water)
Drain and roll in fine crumbs to cover. (Allow 6 oz. crumbs for 25 servings of most items)

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There are three major products used in most breading procedures:

1. bread flour
2. wash
3. any of the breading agents previously mentioned

Wash is a liquid agent which, in combination with flour, forms a paste to which breading will stick. Wash may be prepared in many ways: all eggs (beaten), eggs and milk, eggs and water, and evaporated milk. For general use, eggs and milk are combined in different proportions: more eggs - greater binding power - greater expense.

Average ratio of three eggs to one quart of milk produces a satisfactory product. The eggs and milk may be beaten together, although it is easier to beat the eggs lightly before adding the milk.

Hotel pans are most suitable for general breading work. Stainless steel bowls may be used for holding wash. All ingredients and equipment should be assembled before starting work.

To prepare batter coating, (sufficient for 25 servings of most items) dip prepared food in a batter made in the following proportions:

6 oz.	flour
3/4 t.	salt
1 t.	baking powder
1 ½ T.	melted fat
1 c.	milk
3	well-beaten eggs

As mentioned previously, foods with batter coating do not store as well as plain coated products. They should be used as quickly as possible.

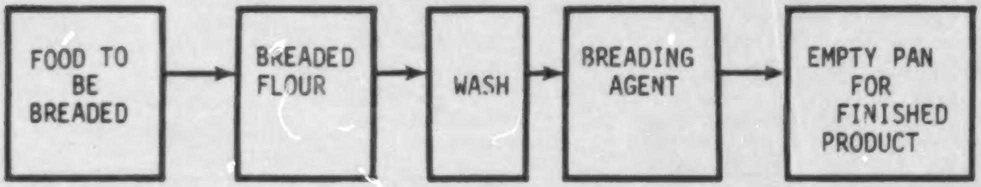
Breading Procedure

1. Place product or products in flour, coating well.
2. Remove and shake off excess flour.
3. Immerse in wash, wetting well so that no dry or floured areas are visible.
4. Remove from wash with as little handling as possible. Heavy or excessive handling may remove part of the paste coating made of the flour and liquid and breading agent will not stick.
5. Drain or gently shake off excess wash.
6. Place in crumbs or breading agent. Cover well before handling.
7. Remove from crumbs; shake off excess breading.
8. The product is now ready for frying.

INFORMATION SHEET #4 (Continued)

When breading is quantity for future service, completed products should be covered lightly with crumbs before refrigerating to reduce sweating or drying out.

The same basic steps are taken in the breading of nearly all foods. Motion control is a necessity to save time and energy. Work from left to right (for right handers). Reverse for left-handers.



Breading Arrangement

Additional Hints

- -Flour and crumbs should be sifted when lumpy.
- -The egg wash should be strained to remove flour and bread crumbs, as needed.
- -Small quantities of breaded food should be taken from the refrigerator at one time to reduce possibility of spoilage and to keep food firm.
- -When breading food, keep one hand dry to prevent breading agent sticking to your hand. The three agents - flour, wash, and breading - will build up a heavy coating that is awkward to work with.
- -Small wire baskets simplify work and keep hands dry.

ACTIVITY #2

Directions: Prepare at least one deep-fat fried, breaded meat as directed in any standardized quantity foods recipe (see Food For Fifty or information sheets #3 and #4.) Your instructor will evaluate your performance and final product(s).

PART I - BASIC

POST-TEST

Prepare Meats

Read the statements below carefully. Circle the letter of the answer that best completes the statement.

1. Which of the following terms is not a process similar to the others?
   a. grilling c. charbroiling
   b. broiling d. baking

2. Which of the following is not true about pre-portioned and pressed hamburger patties?
   a. fillers are often used
   b. there will be left over trimmings
   c. the weight is exact
   d. they can be kept frozen until needed

3. Which of the following is not commonly used in restaurants for preparing hamburger or breakfast items?
   a. broiling unit c. gas-fried charcoal units
   b. electric grills d. conveyor belt-broiler

4. Which of the following should be used to turn cooking hamburger patties?
   a. fork c. tongs
   b. narrow spatula d. wide spatula

5. Which of the following is not commonly pre-cooked and re-heated for service?
   a. bacon c. breakfast steaks
   b. ham d. sausage

6. Which of the following should always be cooked until well done?
   a. sausage c. hamburger
   b. breakfast steak d. all of the above

7. Which of the following is not true about sausages?
   a. patties are usually 6 oz.
   b. may be link or pattie
   c. 3 to 4 links are a serving
   d. dry out if held over

8. Which is not a method of cooking sausage?
   a. baked in oven c. deep-fry
   b. cook in skillet d. grill

PART I - BASIC

POST-TEST (Continued)

9. Which of the following is true about properly prepared bacon ?
   - a. should not be greasy
   - b. should not shrink
   - c. should not be straight
   - d. should not be crisp

10. Which of the following is not true when preparing bacon?
    - a. pre-cook in oven, then finish on grill
    - b. pre-heat grill
    - c. high heat causes uneven cooking
    - d. pour off fat as it forms

11. Which of the following only requires heating on the grill?
    - a. bacon
    - b. ham
    - c. sausage
    - d. steak

12. Which of the following is true about Canadian Bacon?
    - a. it contains a small bone
    - b. contains more fat than bacon
    - c. it is inexpensive
    - d. it is cooked until light brown

13. Which temperature is used for deep-fat frying?
    - a. 225°-275°
    - b. 275°-325°
    - c. 325°-375°
    - d. 375°-425°

14. If the fat is not hot enough, the deep-fat fried product:
    - a. will taste greasy
    - b. will brown
    - c. will be crisp
    - d. will keep it's coating

15. Which is not true about deep-fried food?
    - a. fat if too hot may cause inside to be undercooked
    - b. it is a fast food process
    - c. fried foods may be held and reheated
    - d. fried foods should be served as dry as possible

16. Which of the following should not be deep fried?
    - a. tender foods
    - b. dry food
    - c. precooked foods
    - d. raw foods

17. What happens to fat when it is used?
    - a. the flavor of the food is absorbed
    - b. the composition of the fat remains the same
    - c. steam is evaporated off
    - d. it remains clear

PART I - BASIC

POST-TEST (Continued)

18. Which of the following is not considered a "breading"?
    a. bread crumbs
    b. cornflakes
    c. corn meal
    d. flour

19. Which of the following is not a wash for breading?
    a. milk
    b. water
    c. eggs
    d. evaporated milk

20. Which of the following is a rule when deep-frying?
    a. leave control knobs at 325°F when fryer is unattended
    b. fill the basket with food items
    c. turn controls off when changing fat
    d. use half the fat level for small amounts of food

PART I - BASIC

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Meats

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	Grilled			Deep-fried and breaded		
	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product						
-Fully cooked to degree of doneness required.						
-Free from excess fat.						
-Crust clings tightly.						
-Crust even, tender.						
-Inside completely cooked, moist.						
-Edges not overcooked.						
-Not grease soaked.						
-Dipping/breading procedures done in correct order.						
-Pleasing taste.						
-Served hot.						

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

MEATS

PART II - ADVANCED

Competence Area: F. Food Preparation

Competency Statement : 9.00 Prepare cuts of meats, poultry, fish, shellfish, variety meats, and prefabricated meats

			Level
Tasks:	.04	Identify basic cuts of beef and pork	Advanced
	.05	Roast/bake meats, poultry, fish, and shellfish	Advanced
	.06	Broil meats, poultry, fish and shellfish	Advanced
	.07	Barbecue meats, poultry	Advanced
	.08	Pan fry/saute meats, poultry, fish, and shellfish	Advanced
	.09	Stew/simmer poultry, and fish products	Advanced
	.10	Steam/poach fish and shellfish	Advanced
	.11	Braise meat and poultry	Advanced
	.12	Process/tenderize meats a. grind b. marinate c. score d. pound	Advanced
	.13	Cut up poultry	Advanced

Specific Student Performances

1. Given serving cuts of beef and pork, the student will identify common names and methods for preparing seven wholesale cuts of meat.
2. Given standardized recipes/instructions and necessary supplies, the student will demonstrate at least one method for preparing meats by dry heat and moist heat. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.
3. Given serving cuts of meat and necessary supplies, the student will demonstrate the rules for processing/tenderizing by grinding, marinating, scoring or pounding. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.
4. Given poultry and necessary supplies, the student will demonstrate the rules for cutting up poultry. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-14, 16-18

PART II - ADVANCED

LEARNING HIERARCHY

Specific Student Performances

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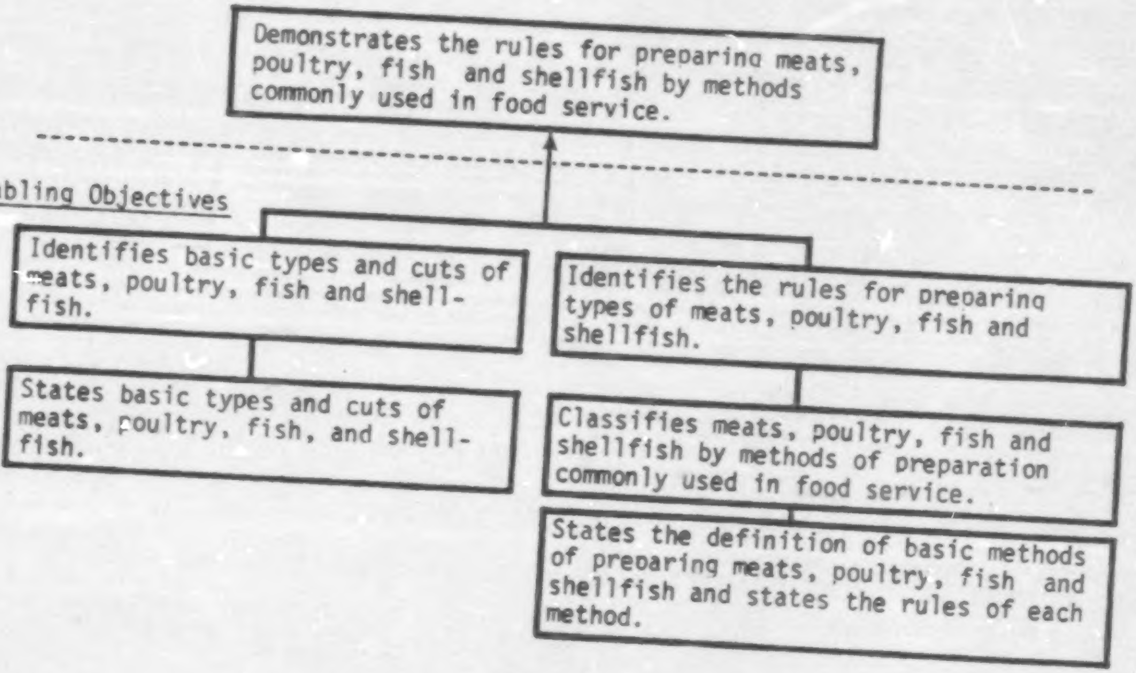
4. Given poultry and necessary supplies, the student will demonstrate the rules for cutting up poultry. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing meats, poultry, fish and shellfish by methods commonly used in food service.

Enabling Objectives

Identifies basic types and cuts of meats, poultry, fish and shellfish.

States basic types and cuts of meats, poultry, fish, and shellfish.

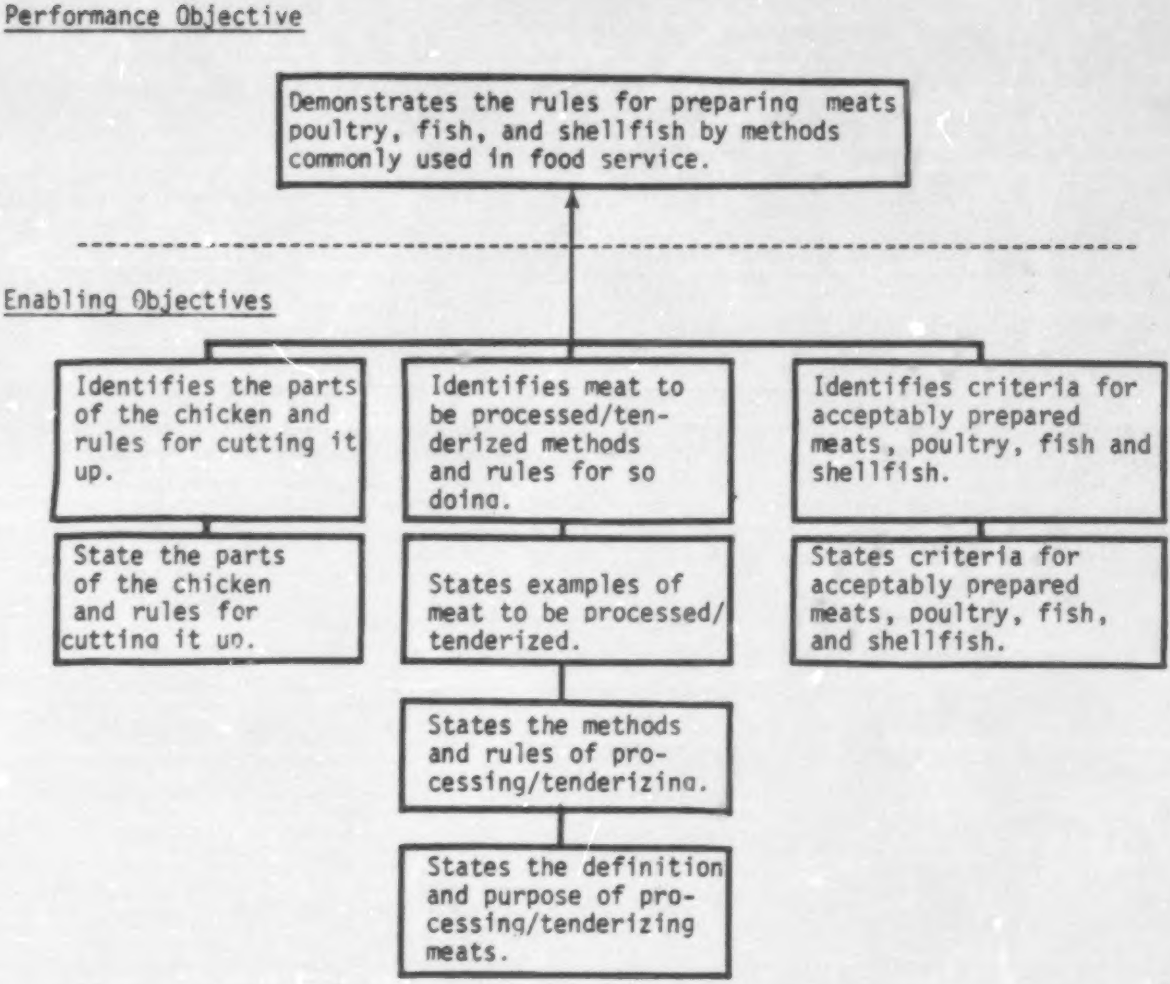
Identifies the rules for preparing types of meats, poultry, fish and shellfish.

Classifies meats, poultry, fish and shellfish by methods of preparation commonly used in food service.

States the definition of basic methods of preparing meats, poultry, fish and shellfish and states the rules of each method.

PART II - ADVANCED

LEARNING HIERARCHY (Continued)



Performance Objective

Demonstrates the rules for preparing meats poultry, fish, and shellfish by methods commonly used in food service.

Enabling Objectives

Identifies the parts of the chicken and rules for cutting it up.

State the parts of the chicken and rules for cutting it up.

Identifies meat to be processed/tenderized methods and rules for so doing.

States examples of meat to be processed/tenderized.

States the methods and rules of processing/tenderizing.

States the definition and purpose of processing/tenderizing meats.

Identifies criteria for acceptably prepared meats, poultry, fish and shellfish.

States criteria for acceptably prepared meats, poultry, fish, and shellfish.

PART II - ADVANCED

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete activity #1.
8. Read and study information sheet #3.
9. Complete activity #2.
10. Read and study information sheet #4.
11. Complete activities #3 and #4.
12. Request post-test from instructor - complete. Consumable.
13. Turn completed work in to instructor.
14. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test to introduce concepts.
2. Discuss objectives and directions for module.
3. Discuss vocabulary words.
4. Have a butcher visit the class to discuss cuts of meats, poultry, fish, and shellfish.
5. Have students complete worksheet #1.
6. Divide students into small groups to practice meat preparation. Use standardized recipes (or substitutes) and alternate groups until students have become acquainted with each type of preparation.
7. Have students complete post-test. Collect and evaluate.
8. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Cooking For The Professional Chef, 1976 edition.
   b. The Professional Chef, 1974 edition.

PART II - ADVANCED

PROCESS SHEET (Continued)

c. The World of Food, by Medved, 1973.
d. Food Preparation for Hotels, Restaurants, Cafeterias, 1978 edition.
e. Discovering Food, 1978 edition.
f. Exploring Professional Cooking, 1976 edition.

II. Audio-Visual Aids

a. Filmstrips - All About Turkey
(From Swift and Co.)
- Broiling
- Roasting
(From National Restaurant Association)
- Beef: Your Stake in Nutrition
- How to Buy Beef
(From National Livestock and Meat Board, Chicago, IL 60611)
- Food Preparation: Meats, Seafood, and Poultry
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
- Cooking Equipment
- The Language of Cooking
(From Career Aids, Inc., 8950 Lurline Ave., Dept. V14, Chatsworth, CA 91311)

b. Film - Identification of Kinds of Meat
(From Nasco)

c. Charts - Valleydale Packers, Inc.
- Swift and Co.

d. Transparencies - Cuts of Meat
(From Nasco)
- Food Basics: Fish and Meat
- Food Basics: Fats and Oils
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

e. Slides - Cuts of Beef
- Cuts of Pork
- Cuts of Lamb
(From Nasco)

f. Pamphlets - Three T's of Meat Cookery
(From Swift and Co.)
- Seafood
- Fantastic Fish Cookery
(From National Fisheries Institute)

g. Models - Basic Beef Cuts (From Nasco)

III. Activities

1. Construct a bulletin board which depicts a variety of meats. Discuss sources of various kinds.
2. View a filmstrip on the varieties of meats available.
3. Visit a local fish market and note the varieties of fresh fish and shellfish available.
4. Look at menus from restaurants which specialize in fish dishes.
5. Use flash cards of various beef and pork retail cuts commonly used in food service.
6. Have a meat-market manager visit a class (or use a tape recording) to describe correct methods of caring for and storing meats.
7. Take a study tour to a meat market to observe butchering of wholesale cuts into retail cuts of meat.
8. Discuss the grades of beef and the importance of grading.
9. Discuss the importance of selecting the proper cooking method to be used with certain cuts of beef, pork, poultry, fish, shellfish, variety meats, and prefabricated meats.
10. Discuss the importance and differences in degrees of doneness in beef.
11. Demonstrate the use and discuss the importance of using a meat thermometer when preparing beef, pork, and poultry.
12. Demonstrate preparation of meats using various methods of moist and dry heat cookery.
13. Demonstrate the proper method for slicing, carving, and protioning meats and poultry.
14. Discuss safety and sanitation in preparation of meats, poultry, fish, shellfish, variety meats, and prefabricated meats.

PART II - ADVANCED

PRE-TEST

Prepare Meats

Directions: Read the following statements carefully. If it is true, write the letter "T" in the blank provided. If false, write "F".

_____ 1. Some cuts of meat cannot be made tender no matter how they are cooked.
_____ 2. The shape of the bone in a cut of meat is a clue to the tenderness of the meat.
_____ 3. Grinding meat is a method of making it more tender.
_____ 4. Large cuts of meat will be the most tender if cooked uncovered in the oven.
_____ 5. Most cuts of meat are best cooked at a low to moderate temperature.
_____ 6. When cooking a roast, the fat side should be placed down in a roasting pan.
_____ 7. Braising is a method of cooking meat in a covered container, in a lot of liquid.
_____ 8. Poultry is cooked by the same methods used for meats.
_____ 9. Experienced cooks do not have to use a meat thermometer.
_____10. Fish is done when the flesh is dry.
_____11. Dry heat methods of cooking tenderizes the product.
_____12. Fresh pork may be broiled safely.
_____13. More fat is used in pan-frying than sauteing.
_____14. Poaching is used for portion-cut fish pieces.
_____15. Braising is a method of cooking used in fast food service.
_____16. Long plate is a wholesale cut of meat.
_____17. Fabricated meats are available to retail consumers.
_____18. Most meat in food service is purchased as wholesale or primal cuts.
_____19. Sirloin or rib cuts of beef are tender cuts usually cooked by dry heat method of preparation.
_____20. Steaks are commonly purchased as pre-portioned meat.

PART II - ADVANCED

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluations with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete activity #1.
6. Read and study information sheet #3.
7. Complete activity #2.
8. Read and study information sheet #4.
9. Complete activities #3 and #4.
10. Request post-test from instructor - complete.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Aging - A term applied to meat held at a temperature of 34° to 35°F. Aging develops additional tenderness and a characteristic flavor. Only beef is aged and not all customers prefer aged beef.

2. Au Jus - Served with natural juices or gravy.

3. Coagulate - The process of cooking the protein found in meats, fish, shellfish, and poultry to "firm up" the tissues. Cooking temperatures which are too high tend to over-coagulate or toughen the tissues.

4. Cutlet - Thin, boneless slice of meat.

5. Dredge - Coat a food with dry ingredients such as flour or breaded crumbs.

VOCABULARY (Continued)

6. Enzymes - Natural or commerically prepared substances used to tenderize less tender cuts of beef.

7. Fabricated Cuts - Ready-cut meats having certain specifications of quality, size and weight, and prepared especially for the food service operation.

8. Fillet - A choice piece of meat separated from the bone.

9. Grades - The U.S. Department of Agriculture grades of meat quality are found in a shield-shaped stamp. (see resource item) In descending order, these grades are USDA Prime, Choice, Good, Standard, Commercial and Utility. Many meat packers are special brand names to denote quality. Most meats prepared by restaurants are USDA Choice. Prime grades are usually available only in specialty restaurants.

10. Marbling - Flecks of fat within lean portions of meat which tend to increase juiciness, flavor, and tenderness.

11. Marinade - Solution of oil and acid (usually lemon juice or vinegar) in which meat is soaked to enrich flavor.

12. Marinate - To soak in marinade.

13. Mirepoix - Mixture of onions, carrots, celery used in flavor stocks, soups, sauces, stews, pot roasts, and roast meat and poultry.

14. Shrinkage - Loss of weight due to cooking; excessive shrinkage in cooked meat or poultry is caused by temperatures which are too high.

15. Truss - To secure the wings and legs of a bird with metal pins (skewers) or twine.

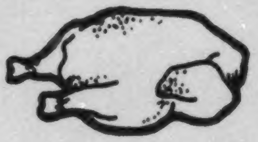
#1 INFORMATION SHEET

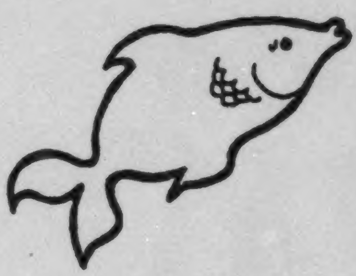
Meat, poultry, fish and shellfish are popular items on the menus of most food service establishments. They are also the most expensive items for the industry and the customer. Therefore, it is to the advantage of everyone in the industry to learn all they can about these foods.

The term "meat" is applied to the flesh of beef, pork, veal, mutton and lamb. Beef and pork are used most often. Veal, mutton, and lamb are generally considered specialty items as they are more expensive.

"Poultry" in this module refers to chicken and turkey, the two types of poultry commonly used in the food industry. They are popular with customers because of taste, price and variety of preparation methods.

Market forms of fish include: fresh, whole, pan-dressed, steaks and fillets. Shellfish include: clams, crabs, lobsters, oysters, shrimp and scallops.





Identifying Basic Cuts of Beef and Pork

Beef can be purchased in five different forms: by the side, quarter, wholesale or primal cuts, fabricated and retail. Retail cutting is of very little interest here because the method of cutting beef into units for retail markets is considerably different from the way it is prepared for a commercial kitchen. As the commercial kitchen meat cutter prepares the meat for immediate cooking, and for the convenience of the guest, most of the unnecessary fat and bone are discarded.

A side of beef is half of the complete carcass. A quarter of beef is a side divided into two parts. The front is called the forequarter, the back or hind part is called the hindquarter. The wholesale or primal cuts are parts of the forequarter and hindquarter of beef. There are five wholesale cuts in the forequarter and four in the hindquarter. This is a popular way of purchasing beef today because it will reduce labor cost, save time, require less refrigeration space, and less expensive equipment will be needed.

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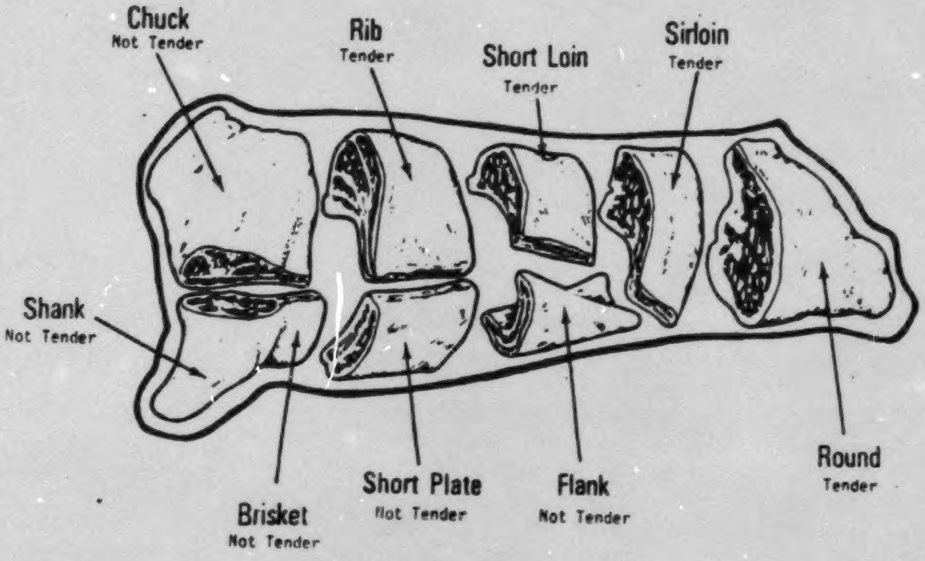
The following is a list of the nine wholesale cuts of beef:

1. Chuck - blade steak, pot roasts
2. Rib - round and rump roasts and steaks, chuck roasts, flank steak, short plate
3. Short Loin - porterhouse, T-bone, Club steaks
4. Sirloin - steaks
5. Round - roast and steaks
6. Flank - steak and steak fillets, hamburger, beef cubes
7. Short Plate - boiling beef and short ribs
8. Brisket - corned beef, meat for braising
9. Shank - soup bones, pot roasts

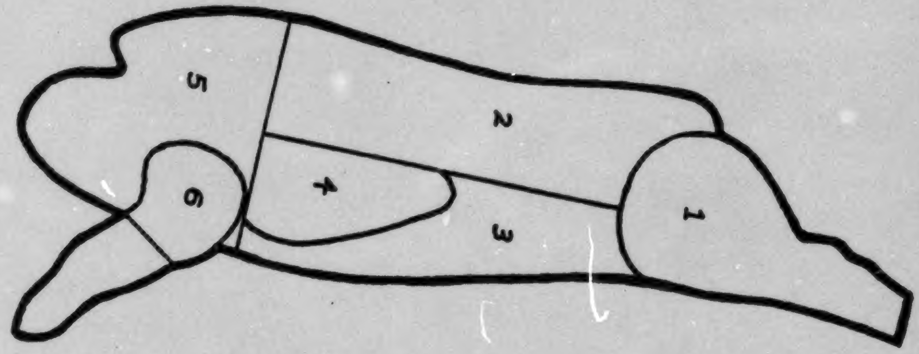
The chart below shows the nine basic wholesale cuts of meat. It shows the shape of each cut and whether or not the cut is tender.

Wholesale Cuts of Meat


Chuck
Not Tender
Rib
Tender
Short Loin
Tender
Sirloin
Tender
Shank
Not Tender
Round
Tender
Brisket
Not Tender
Short Plate
Not Tender
Flank
Not Tender

When the hog's carcass is blocked out and divided for wholesale, different cuts are created:

1. Ham
2. Loin - rib end, loin, tenderloin, chops
3. Bacon
4. Spareribs
5. Boston butt (shoulder)
6. Picnic shoulder



Fabricated cuts are prepared especially for the food service operator. They are ready-to-cook meats cut or packaged to certain specifications of quality, size, and weight. This is the most convenient and popular way of purchasing meat today because it eliminates trimming waste, provides uniform portions, controls the cost, eliminates the need of expensive cutting equipment, and most importantly, cuts labor costs.

Common meat specification terms are: fabricated meats, preportioned meats, boned-rolled-tied roast (B-R-T), roast ready, jet-net roasts, pound weight, and yield percentage. Common fabricated meats include: mock fillet, chopped pork cutlet, and chopped grilled steaks. Common preportioned meats include: hamburger patties, franks, fish fillets, cubed steak, pork cutlets and steaks.

*NOTE! The tenderness of a piece of meat is the clue to how it should be cooked. You can tell how tender meat is by the shape of the bones. The bones tell you which part of the animal the meat comes from. Tender cuts can be cooked in dry heat. Less-tender cuts must be cooked in moist heat or in liquid. The moisture helps tenderize the connective tissue.

CONSUMABLE

WORKSHEET

WORKSHEET #1

Directions: Using the following retail cuts of meat, match them with the correct wholesale or primal cuts and the appropriate method of preparation.
*NOTE! Each blank should contain the name of the retail cut and two letters!

Wholesale Cuts

A. Shank

B. Sirloin

C. Short Plate

D. Rib

E. Flank

F. Round

G. Chuck or Shoulder

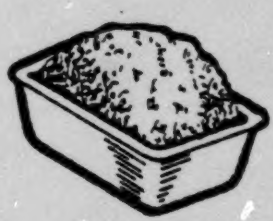
H. Short Loin

I. Brisket

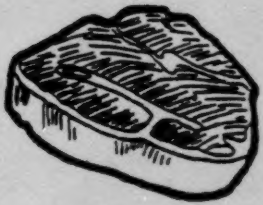
Preparation

a. Dry heat

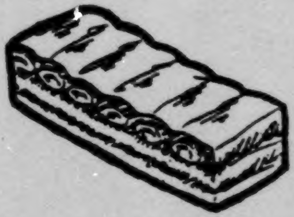
b. Moist heat



1. Hamburger -



2. Pot Roast -



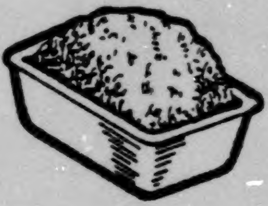
3. Short Ribs -

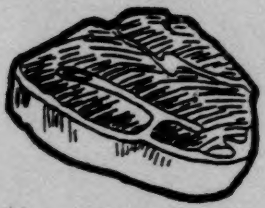
WORKSHEET #1

Directions: Using the following retail cuts of meat, match them with the correct wholesale or primal cuts and the appropriate method of preparation.
*NOTE! Each blank should contain the name of the retail cut and two letters!

Wholesale Cuts	Preparation
A. Shank	a. Dry heat
B. Sirloin	b. Moist heat
C. Short Plate	
D. Rib	
E. Flank	
F. Round	
G. Chuck or Shoulder	
H. Short Loin	
I. Brisket	

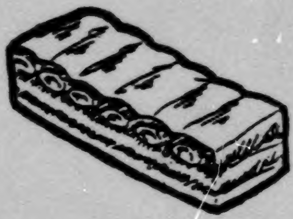
WORKSHEET





1. *Hamburger -* ______________________

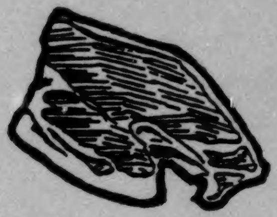
2. *Pot Roast -* ______________________



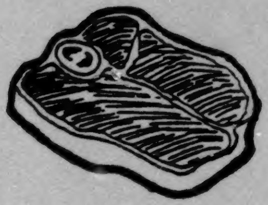
3. *Short Ribs -* ______________________

WORKSHEET #1 (Continued)

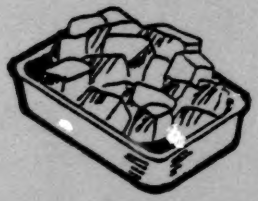
4. *Sirloin Steak -* ____________



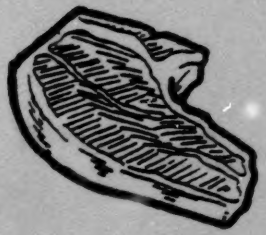
5. *Round Steak -* ____________



6. *Beef Cubes -* ____________



7. *Rib Roast -* ____________



#2 INFORMATION SHEET

Methods of Cooking

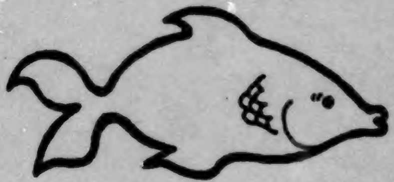
The principles of meat cookery require the use of low temperatures. The low temperature will coagulate the meat protein and prevent toughening. Meats are cooked only until they are done. Overcooking as well as high temperatures will cause toughening due to over-coagulation. Meat cooked at low temperatures will be juicy and have a good flavor.

Meats are classified into two groups according to tenderness, and the preparation methods require to cook them are also classified into two groups. In general, meat is cooked by dry-heat for tender cuts and moist-heat for less tender cuts.

Roasting, broiling, and pan-broiling are the dry-heat methods for cooking meat. The meat is cooked by direct heat, requires no added water, and is not covered. Moist-heat methods are used for less tender cuts because of the large amounts of connective tissue in them. Moisture and heat are required to soften the protein of connective tissue. Moist-heat methods include braising and cooking in liquid.

Two methods are used for cooking meat in fat: pan-frying/sauteing and deep-fat frying. Frying is a quick method of cooking and best suited for thin pieces of tender meat which have been made tender by cubing, pounding, or grinding. The meat may be rolled in flour or dipped in egg and then crumbs before frying. This gives meat an attractive brown coating, may help retain meat juices, and adds flavor. Deep-fat frying and breading were techniques discussed in the basic section of this module.

Fish differs from meats in that they are all tender. Fish and shellfish may be cooked by both moist- and dry-heat methods. Generally, the fatty fish are cooked by dry-heat methods and the lean fish by moist-heat methods. The fat fish such as whitefish, mackerel, catfish, salmon, and trout are best broiled or baked. The lean fish include swordfish, red snapper, halibut, haddock, and flounder. They are usually fried, poached and steamed. The lean fish may be broiled or baked if they are brushed with fat or cooked in a sauce to prevent drying. Regardless of the methods used for cooking, fish should be cooked at a low temperature and never overcooked. Fish is ready to serve when you can easily separate firm flakes of flesh with a fork.



Dry Heat Methods - ROASTING/BAKING

In roasting and baking, meat is cooked in an oven, in an open pan, with no moisture added. Meat cuts must be tender. Popular cuts suitable for roasting/baking include: standing rib and rolled rib, loin strip, top round, sirloin tip, and rump roast. Pork cuts may include hams (whole, half, boneless,rolled, picnic, and boneless butt) and fresh pork cuts (ham, loin, pork strip, canadian style pork strips, Boston butt, picnic shoulder). Poultry for roasting includes chicken and turkey.

For the inexperienced cook, it is best to consult roasting charts for each type of cut to determine time, temperature and degree of doneness. Experienced roast cooks do not use meat thermometers to check the doneness of meat or poultry. Their guidelines are a combination of looking at the meat and its drippings, its shape, the oven heat, the cooking time already past, and the application of finger pressure to the meat. For the young cook, it would be wise to use a quality meat thermometer as a substitute for experience. Thermometers are inserted into the center of the meat or poultry - never touching bone.

Roasting time depends on the kind of meat or poultry, its size, its shape, and the heat of the oven. Roasting generally requires a temperature of 325°F. This will vary with the size of the product.

Roasts or poultry for roasting/baking do not need added water. The steam which comes from the water content of the roast must evaporate quickly. A shallow roasting pan with a rack is best for this. Meat or poultry properly roasted has a brown crust, but is not dried out. It is juicy and tender, but not overcooked. Beef is roasted medium-rare to rare unless it is stated differently in advance.

Roasted pork roasts are handled in the same manner as beef, except the pork has to be cooked nearly well-done. It should reach an internal temperature of 165°F, but never become dry. Pork roast has enough fat of its own and can be started dry at low heat until enough of its own drippings are formed. The browning is done by increasing the temperature for the last half of the roasting time. Ham is a type of pork which can be baked in various ways. Some are precooked and only require a minimum of baking time. It is best to follow directions which are given with different types.

All chickens and turkeys are salted inside and out, oiled, and roasted. Chickens and turkeys are trussed (legs are bound tightly to body) with a large needle and twine. It makes them look more appetizing and easier to carve after roasting.

NOTE! At all times, it must be remembered, that roasting/baking will not tenderize. Only moist cooking will do that. Only high quality meat or poultry is roasted.

Baking is a highly recommended way of cooking fish; it preserves the distinctive and delicate fresh flavor of a soft-flesh fish. Temperature in the preheated oven should reach 350°F - no more. The unskinned and lightly greased fish is set in an ample, large baking dish on an oiled rack high enough to clear not only the juices the fish itself may yield, but also those which may accumulate if it is basted; and the dish is placed a little higher than the oven center. Firmer-fleshed fish will require longer baking, as will stuffed fish. Try to turn your fish only once, if at all, and if necessary with two spatulas, to minimize the risk of its breaking apart. A fish is done when its flesh flakes readily.

BROILING

Broiling as a method of meat cookery is especially convenient in commercial food service when a large number of orders must be prepared quickly. This is the fastest method for cooking steaks, chops, and seafood; however, it is successful only with tender cuts of meat which are serving-portion size. As you complete this module, you will learn how to broil meat, fish and seafood and poultry.

Both grilling and broiling are methods of cooking by dry heat. Broiling is done with direct heat from gas, electrical units, or hot coals, such as charcoal. Sometimes, the term grilling is used in place of the word broiling. In food service, however, grilling means cooking on a griddle, a flat piece of highly polished metal. A griddle may be used for panbroiling meats such as bacon, hamburgers, thin chops, and tenderized thin pieces of meat.

Broiling is considered by many people as the most delicious method of preparing meat. Broiled meats should be brown and crisp on the outside, and tender and juicy on the inside. Tender cuts of meat, chicken and fish are used for broiling.

In broiling, the temperature is controlled by the distance between the food and the source of heat. The thickness of the food determines the distance from the heat source. For instance, a thick steak must be placed far enough away so that the steak will not brown before the center is cooked, but a thinner steak should be placed close enough that it will brown before the thinner is overcooked.

Poultry needs to be placed far away from the heat, since it must be well done.

Fish, which cooks very quickly, is placed close to the heat.

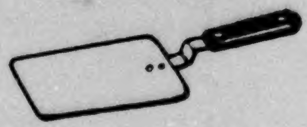
Broiled beef steaks may be cooked rare, medium rare, well done, or at any stage in between. People's preference vary greatly, but most people seem to prefer their steaks medium rare. You need to know what each of these terms mean.

Rare:	The heat has reached the center of the steak, but the center is very red and juicy. When the steak is sliced, the juices run freely. Rare means partially raw.
Medium Rare:	The muscle has begun to coagulate from the heat, but the center of the steak is very pink. When the steak is sliced, the juices still run red.
Well Done:	The center is gray-brown with no hint of pink. When sliced, no juices run. Many food establishments do not guarantee a steak ordered well-done, as many consider this as overcooking - thus, drying out the juices and destroying much flavor.

Steaks from the mid-section of the animal are the best steaks for individual service. They are club, T-bone, porterhouse, tenderloin, or sirloin steaks. A fillet mignon is a very tender, very expensive, small steak from the tenderloin.

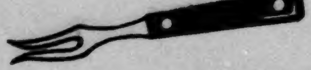
Ground beef patties can also be broiled, since the grinding process breaks down the connective tissue and makes the meat tender. The best ground beef for broiling comes from the round, sirloin tip, or the part of the chuck closest to the rib section.

Pork is not broiled since it needs long, slow cooking.



Recommended tools and equipment for broiling:

1. A large range fork to turn meats. Care must be take to insert the fork only slightly at the very edge of the meat or in the fat to prevent piercing and causing the flesh to bleed.
2. An offset spatula for grill or broiler work and for use with soft meats and fish.
3. A long handled fork or hooked rod to reach pans placed in the rear of the oven where it is difficult to reach.
4. A suitable pan to hold oil for dipping the foods or a brush for brushing them before placing them on the grill or broiler.
5. An empty pan in which to place partially cooked meats that will be returned to the broiler for finishing.
6. A sufficient number of hand racks or grills are necessary for proper work.



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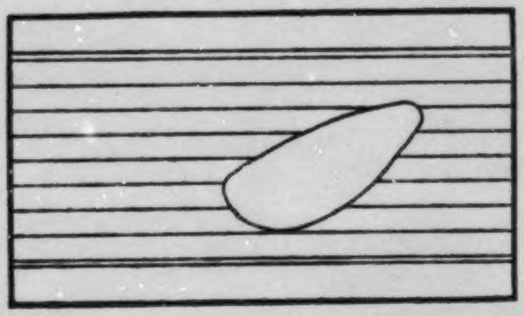
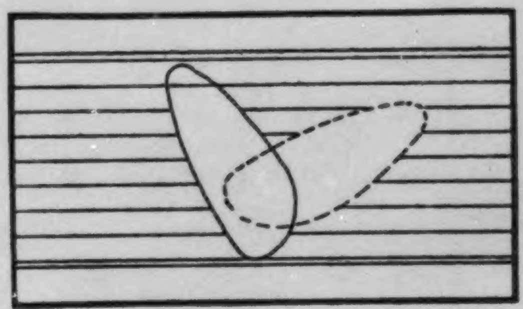
INFORMATION SHEET #2 (Continued)

The broiler is preheated before use. The grill bars must be hot enough to sear (scorch) the meat immediately at the first touch. When the bars are hot, they are scraped with a wire brush, then wiped clean with an oiled towel before the first order is made. All foods must be trimmed, seasoned (if desired), and slightly oiled before they touch the grill bars.
NOTE! Repeat the procedure below for second side of meat.



1st Position



2nd Position

Pan broiling is suitable for thin cuts (no more than 1-inch thick) of the same type recommended for broiling. Use a heavy pan or griddle; it is not necessary to preheat the pan. For very lean cuts, brush pan with a small amount of shortening, if desired; otherwise, do not add fat nor water. Cook meat slowly until browned on both sides, turning occasionally and pouring off fat as it accumulates.

ACTIVITY #1

Directions: Prepare meat, poultry or fish by at least one dry heat method as directed in any standardized quantity foods recipe (see Food For Fifty or The Professional Chef). Your instructor will evaluate your performance and final product(s).

#3 INFORMATION SHEET

Barbecuing

Barbecuing is the term used for cooking meat in a sauce of tomato, vinegar and seasoning. This is the most popular method of preparing spareribs and is used for many other meats, fish, and poultry.

Directions for oven barbecuing:

1. Prepare the barbecue sauce.
2. While sauce cooks, proceed with next step.
3. Trim off the excess fat and/or bone from meat. Slash fatty edges.
4. Cut the meat into serving-sized portions.
5. Season the meat as desired.
6. Preheat the oven to 300° to 350°F. (Convection oven temperature may be lower)
7. Place fat in iron skillet; preheat. Fat should be hot, but not searing.
8. Brown meat portions on all sides.
9. Remove from the skillet and let drain.
10. Place meat in a baking pan and cover with the amount of barbecue sauce indicated in the recipe.
11. Place in the oven and bake uncovered at 300° to 350°F until tender. Baste occasionally.

NOTE! Browning may be ommitted if meat or poultry is tender and not fatty; however, basting must be done more often.

Pan Frying/Sauteing

Pan frying refers to cooking food in a small amount of fat. However, more fat is used in pan frying than sauteing. Pan frying is not highly popular in meat cookery, but is used frequently in cooking poultry and some fish.

Sauteing is frying lightly and quickly in a small amount of fat. Only tender cuts are used for this method. Its use is restricted to these cuts or ground meat. With serving-size portions, they are cooked until the blood rises and appears on the surface, then turned over and cooked on the other side. If the product is breaded, it should be turned when the underside is golden brown. The utensil used for sauteing should have a heavy bottom and be just large enough to hold the product to be cooked.

Cuts to Pan Fry:

Beef - thin ribs, club, tenderloin (fillet mignon), porterhouse, sirloin, and top round steaks, patties
Veal - arm, shoulder, sirloin, round steaks, rib, loin
Smoked Pork - ham slice, bacon, Canadian-style bacon
Fresh Pork - thin shoulder steaks, rib, loin chops, tenderloin
Lamb - shoulder, rib and loin chops, patties
Poultry (chicken) - often coated with crumb mixture or dredged with flour
Fish - small, whole fish or breaded fillets
Shellfish - usually deep-fat fried

Directions for Pan Frying:

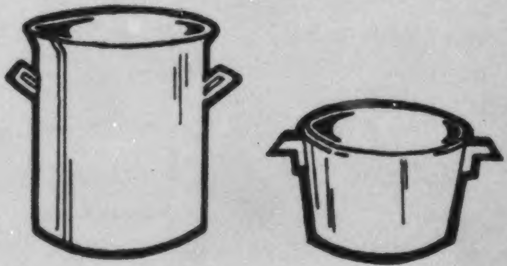
1. Heat fat in skillet to moderate temperature.
2. Brown meat on both sides in small amount of fat. Season.
3. Do not cover. Cook at moderate temperature until done, turning occasionally.
4. Remove from pan and serve immediately.

Moist Heat Methods

STEWING/SIMMERING

Stewing or simmering is the process of cooking food in a small amount of liquid, usually no more than required to cover the food. Stewing is a moist-heat method of cookery used for less tender cuts of meat and for chicken, fish, and shellfish. These products should not be boiled but the liquid is brought to a boil, then simmered to keep its flavor and prevent toughness. Meat must be cut in uniform pieces, free from inedible parts, bloody tissues, fat and bones. Small amounts of fat on flank and breast, however, are a good addition to stews. Meats may or may not be browned, depending on the color desired in the finished product.

Stock should be skimmed at the beginning to remove any scum and then the heat reduced or the pot moved to a part of the range where it will simmer and not boil. Vigorous boiling will produce cloudy stock and increase shrinkage of the meat.



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S.15

When vegetables are cooked with the meat, care must be taken that the meat is cooked before adding the vegetables so both products will finish cooking and be properly tender at the same time.

Stews may be thickened or unthickened and in some cases become thickened by their own ingredients. Old-fashioned Irish Lamb Stew is thickened with the potatoes in it rather than a roux (see Module #29 - Soups).

Stewing meat is also popular. There are many dishes developed by stewing and every country has its own specialty. Stews were originally economical to prepare and highly nutritious as they retained their own liquid with vitamin and mineral content. The French term for stew is ragout (pronounced rahgoo). This applies principally to a thickened brown stew. Some of the most popular stews are: Irish Lamb Stew, Beef Stew, Hungarian Goulash, and Curry of Veal.

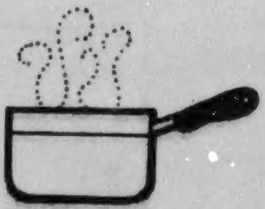
Pot roasting is a term which sometimes refers to stewing meats; however, less liquid is required than in stewing. This process may be done in an oven, with vegetables, such as potatoes, onions, carrots, added. A gravy or sauce may be prepared with the liquid when cooking of meat and vegetables is complete.

STEAMING/POACHING

In steam cookery, we use the heat energy of steam to cook food. Food may be cooked by this method on a range using a utensil which holds a small amount of water (which converts to steam) in the lower part, an insert which holds the food to be steamed, and a cover which helps hold in the steam.

Steam is also used as cooking energy in specialized steam cooking equipment such as a compartment steamer where live steam, under pressure, comes in contact with the food and quickly cooks it. Rapid cooking like this is possible because steam,which is under pressure,is hotter and therefore cooks faster.

Another method of cooking with steam as a source of heat is cooking in steam jacketed kettles. These kettles are really like double boilers except that the steam is under pressure,and they are much hotter and faster.



Poaching is used for portion cut fish pieces. It is very much like boiling, except that less liquid is used. Half the fish piece is in the poaching liquid, and the upper half cooks in the steam.

Poaching is done to have a stronger fish stock, which is used to make the sauce which gives the preparation its name.

Poaching liquids are made of different wines, stock, water, milk, or beer. Roux, egg yolk, and starches change any liquid into sauce. The addition of spices, garnishes, special vegetables, cream cheeses and others account for the many varieties which are common.

Braising

Braising is a combination of dry and moist heat cookery. It involves two methods of cooking: cooking with fat and cooking with moist heat. The meat is first browned evenly on all sides, then liquid is added. The utensil is then covered with a lid and cooked slowly until tender. Fast cooking should be avoided.

This method of cooking is applied to less expensive and less tender cuts of meat. When preparing chicken by this method, the cookery term is fricassee.

Tomato products, such as tomato paste, tomato puree or trimmings and ends of fresh or overripe tomatoes may be used to add flavor, color and liquid to the meat. Various vegetables are often used to vary flavor; appropriate herbs and spices may also be added.

Directions for Braising:

Place meat in a heavy pan and brown on all sides. Pour off drippings, season and add a small amount of liquid, if necessary. Cover tightly and simmer either on top of range or in a moderate oven (300°-325°F) oven meat is tender.

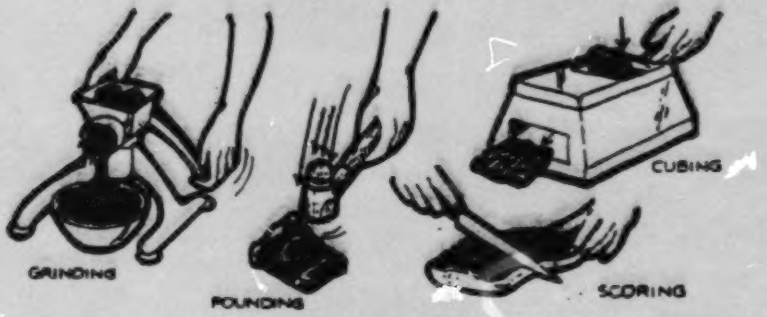
ACTIVITY #2

Directions: Prepare meat, poultry or fish by at least one moist heat method as directed in any standardized quantity foods recipe (see Food For Fifty or The Professional Chef). Your instructor will evaluate your performance and final product(s).

#4 INFORMATION SHEET

Processing/Tenderizing

Meats can be tenderized by using mechanical methods to break up the connective tissue: grinding, pounding, cubing, and scoring. Hamburger is a popular meat made tender by grinding. Swiss steak is tenderized by pounding with a hand tenderizer (mallet) or by passing through a cubing machine. Flank steak is made more tender by scoring with a knife.



Some meats can be tenderized by standing in a solution of oil, vinegar and seasonings. This process is done for flavor as well as for tenderizing and is often used for meats to be grilled or charcoaled (shish kabobs, for instance).

Meats can be made more tender by the addition of special chemicals called enzymes. This meat is sold by special brand names.

Cutting Up A Drawn Chicken

I. Equipment - poultry sheers, sharp knife, small hacksaw, cutting board.

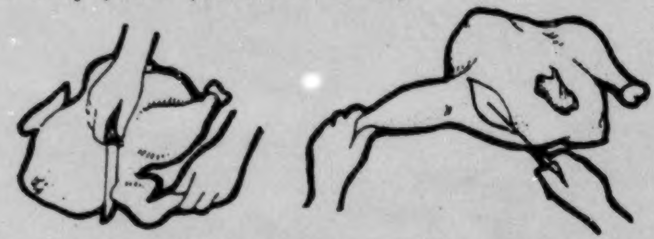
II. Ingredient - Whole chicken

III. Procedure - NOTE! There are many ways to cut up a chicken; the following is just one variation.

INFORMATION SHEET #4 (Continued)

A. Wash chicken thoroughly.

B. Grasp the drawn bird by a wing, letting its weight tug against the skin at the wing joint (as shown below):



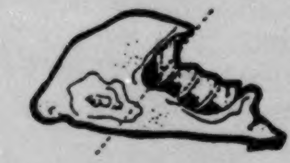
C. Clip through the skin, flesh and joint, severing the wing from the body. Use the same method to cut off the second wing. For easier eating, you may want to transform the wings into mock legs. Just cut off the wing tips and straighten the two remaining sections with the hands. You may have cut through the skin to do this. Pull them into a straight line to look like a small double leg.

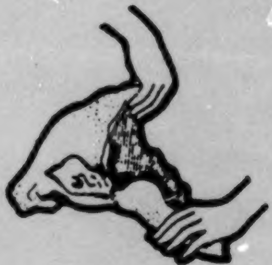
D. To cut off the legs, force them outward and down, as shown in the diagram above. Where the leg joins the body, insert a knife to release the ligaments. When the leg has loosened, cut a long gash and continue to cut toward the back, allowing as much skin as possible to remain on the leg.

E. If the neck has not already been cut off, draw down the neck skin. Cut or twist off the neck, close to the body being careful not to tear or cut through other portions of the bird.

F. With the neck, wings and legs severed, you are ready to cut up the rest of the chicken. To cut the body apart, place the bird flat on its back. Make a diagonal cut as shown on the left below (see diagram).

G. With a young chicken, it is possible to pry the body apart by cracking the backbone, as shown on the right below. Leave the breast in one piece or cut it in 2 to 4 pieces with poultry shears. The back has little meat. Save the rest of the back and the neck for making stock.





ACTIVITY #3

Directions: Ask your instructor for serving cuts of meats to process/tenderize by grinding, pounding, cubing OR scoring. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.
NOTE! Other students may use these prepared meats and poultry in activities #1 and #2.

ACTIVITY #4

Directions: Ask your instructor for a whole chicken to cut up as directed in information sheet #4. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.
NOTE! Other students may use these prepared meats and poultry in activities #1 and #2.

CONSUMABLE

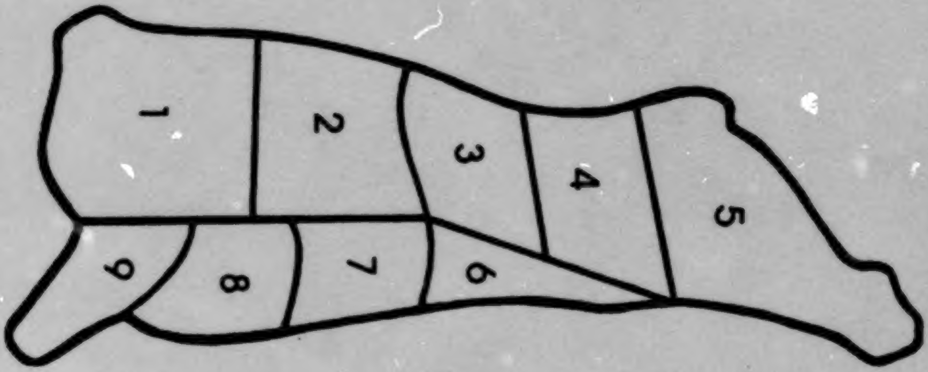
PART II - ADVANCED

POST-TEST

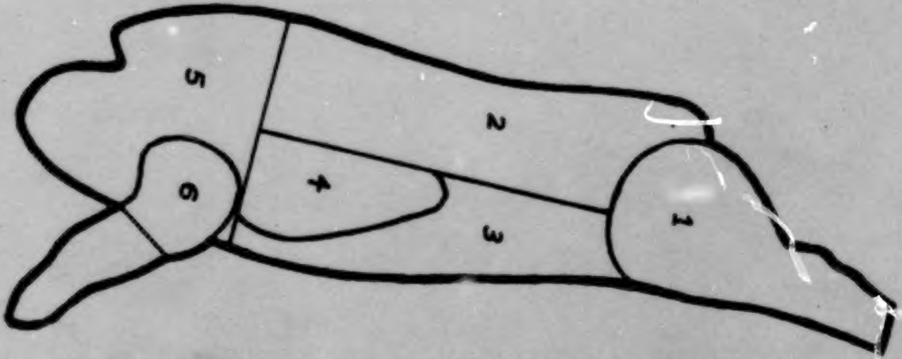
Prepare Meats

I. Using the diagrams below, answer the questions in the space provided.

1. Identify four wholesale cuts of beef, naming one example of a cut from each and whether it is prepared by dry or moist heat.



2. Identify three wholesale cuts of pork.



PART II - ADVANCED

POST-TEST (Continued)

II. Write "True" in the blanks below if the statement is correct. If incorrect, write "False."

_____ 1. Tender cuts of meat may be cooked by the dry heat method of preparation.
_____ 2. All fish are tender.
_____ 3. Fish may be cooked by either dry or moist heat.
_____ 4. Inexperienced cooks can check doneness of meat by appearance, shape, heat, drippings, and cooking time.
_____ 5. A meat thermometer is no substitute for experience in checking meats for doneness.
_____ 6. Pork and poultry may be roasted just like beef.
_____ 7. Roasting/baking will tenderize meat cooked by dry heat.
_____ 8. Baking is a recommended way for cooking fish.
_____ 9. Broiling and grilling are similar terms in dry heat cookery.
_____10. When meat has a gray-brown center and no juices run, it has been cooked medium rare.
_____11. Steaks from the hindquarter of the beef carcass are quality cuts for individual service.
_____12. Poultry and pork are not tender.
_____13. Distance from the source of heat is an important consideration when broiling.
_____14. Pan-broiling is best suited to thick cuts of meat.
_____15. Meat or poultry must be browned before barbecuing.
_____16. Pan-frying involves a large amount of fat.
_____17. Sauteing is suitable for thick cuts of meat.
_____18. Fat for panfrying/sauteing should be heated to a low temperature for slow cooking.
_____19. Stewing/simmering is a tenderizing method of cookery.
_____20. Vigorous boiling of liquids is necessary in stewing/simmering.
_____21. Pot roasting is another term for stewing.
_____22. Steaming/poaching is a popular method of cooking for seafood.
_____23. Braising is a method of dry-heat cookery involving fat and flour.
_____24. Braising requires the use of a heavy pan for browning of meat portions.
_____25. Tough meats may be tenderized by methods such as, grinding, pounding, scoring and cubing.
_____26. A fabricated meat is one that has been pressed into shape.
_____27. An example of a fabricated meat is a fish filet.

CONSUMABLE

PART II - ADVANCED

POST-TEST (Continued)

III. Match the methods of meat cookery on the right with the examples on the left. Write the correct letter in the blanks provided.

Column I

_____ 1. Braising

_____ 2. Broiling

_____ 3. Stewing

_____ 4. Baking

_____ 5. Roasting

_____ 6. Steaming

_____ 7. Pan-broiling

Column II

a. dry heat method

b. moist heat method

PART II - ADVANCED

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Meat (By Dry Heat)

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Texture			
a. Moist and tender, not dry.			
b. Firmness consistent with doneness desired.			
-Appearance			
a. Free of grease or oil.			
b. Color natural to product, cooking and degree of doneness.			
c. Evenly browned.			
-Taste			
Fresh; properly seasoned.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

PART II - ADVANCED

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Meat (By Moist Heat)

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Pieces of uniform size.			
-Attractive appearance.			
-Tender and juicy.			
-Not stringy.			
-Holds shape.			
-Does not fall apart.			
-Rich, glossy surface.			
-Flaky, not tough			

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

PART II - ADVANCED

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Meats

FINAL PERFORMANCE CHECK

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable,or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Met requirements for processing/tenderizing by:			
a. grinding			
b. pounding			
c. scoring			
d. cubing			
-Cut up whole chicken into portions:			
a. wings			
b. legs			
c. neck			
d. breasts			
e. other			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST (PART I - BASIC)

(1) T, (2) F, (3) F, (4) T, (5) F, (6) T, (7) T, (8) T, (9) F,
(10) T, (11) F, (12) F , (13) F, (14) F, (15) F

POST-TEST (PART I - BASIC)

(1) d, (2) b, (3) a, (4) d, (5) c, (6) a, (7) a, (8) c, (9) a,
(10) b, (11) b, (12) d, (13) c, (14) a, (15) c, (16) b, (17) a,
(18) d, (19) b

PRE-TEST (PART II - ADVANCED)

(1) F, (2) T, (3) T, (4) F, (5) T, (6) T, (7) F, (8) T, (9) T,
(10) F, (11) F, (12) F, (13) T, (14) T, (15) F, (16) F, (17) F,
(18) T, (19) T, (20) T

WORKSHEET #1

(1) E, b; (2) G, b; (3) D, a; (4) B, a; (5) F, b; (6) E, b; (7) D, a

POST-TEST (PART II - ADVANCED)

I. (1) The following is a list of the nine wholesale cuts of beef:
    1. Chuck - blade steak, pot roasts (moist heat)
    2. Rib - round and rump roasts and steams, chuck roasts (dry heat)
    3. Short Loin - porterhouse, T-bone, Club steaks (dry heat)
    4. Sirloin - steaks (dry heat)
    5. Round - roast and steams (moist or dry heat)
    6. Flank - steak and steak fillets (moist heat)
    7. Short Plate - boiling beef and short ribs (moist heat)
    8. Brisket - corned beef, meat for braising (moist heat)
    9. Shank - soup bones, pot roasts (moist heat)

   (2) The following is a list of six wholesale cuts of pork:
    1. Ham
    2. Loin - rib end, loin, tenderloin, chops
    3. Bacon
    4. Spareribs
    5. Boston butt (shoulder)
    6. Picnic shoulder

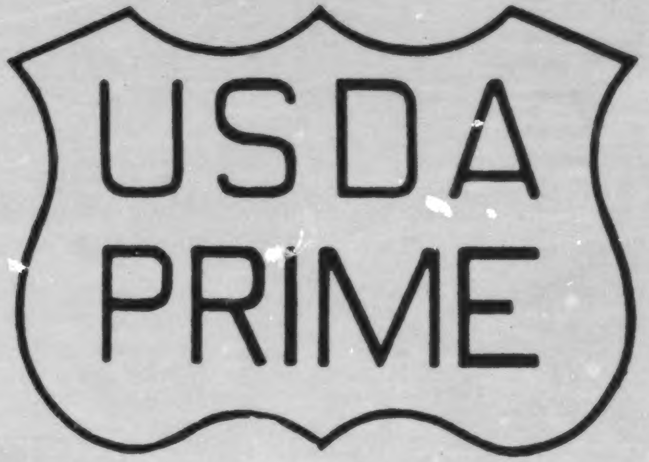
II. (1) True, (2) True, (3) True, (4) False, (5) False, (6) True,
(7) False, (8) True, (9) True, (10) False, (11) False, (12) False,
(13) True, (14) False, (15) False, (16) False, (17) False, (18) False,
(19) True, (20) False, (21) True, (22) True, (23) False, (24) True,
(25) True, (26) True, (27) True

III. (1) b, (2) a, (3) d, (4) a, (5) a, (6) b, (7) a

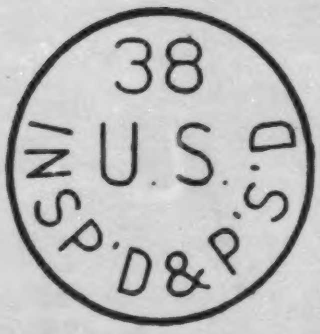
TRANSPARENCY
MASTER

RESOURCE ITEM

Federal Grading Stamp



Federal Inspection Stamps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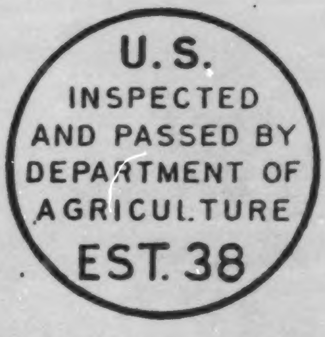
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AGRICULTURE
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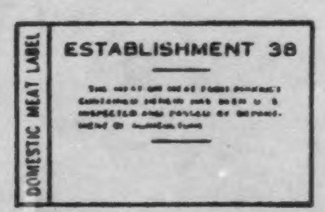
DOMESTIC MEAT LABEL
ESTABLISHMENT 38

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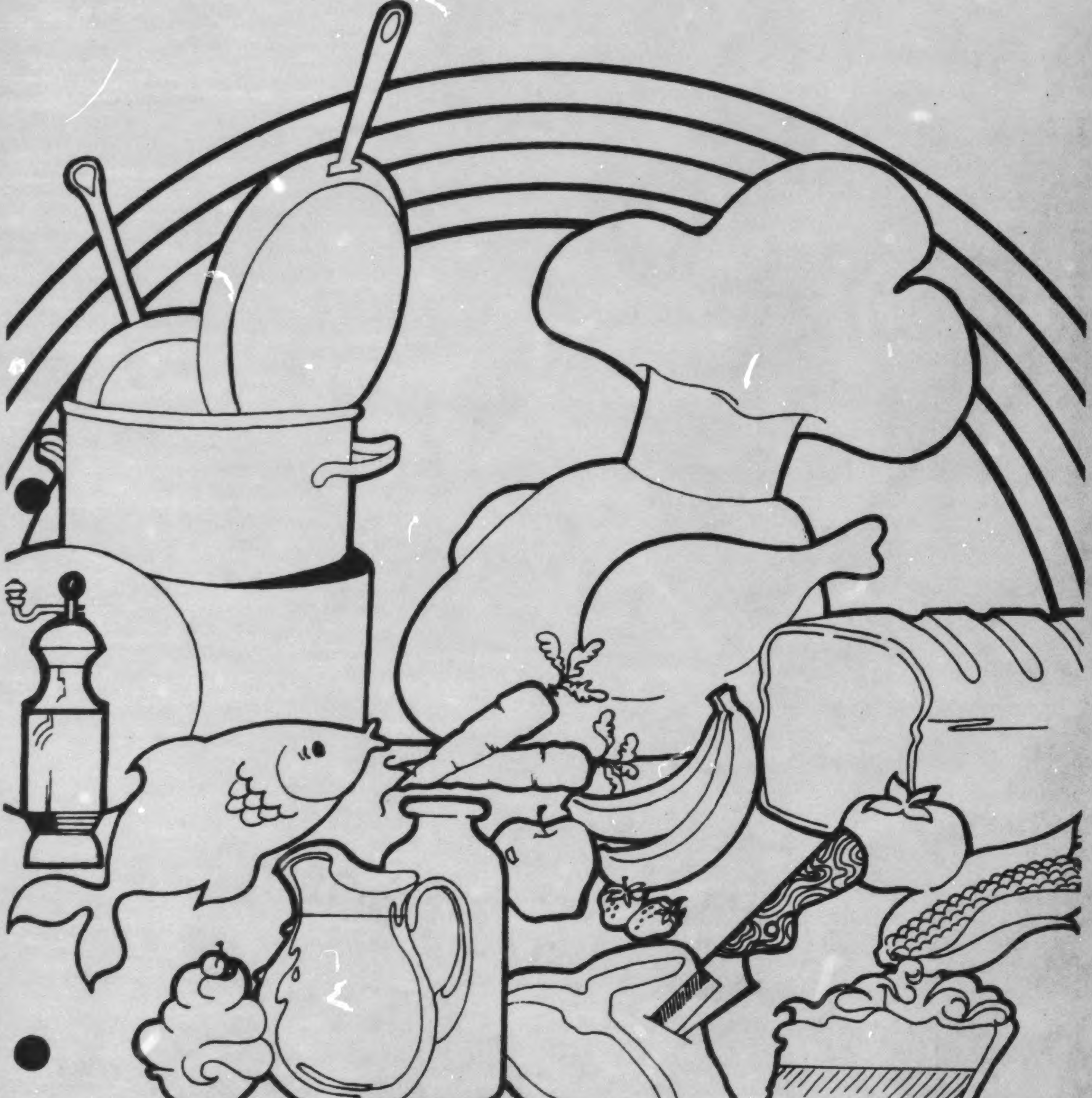
Food Service Worker

MODULE 28: STOCK



STOCK

Competence Area: F. Food Préparation

Competency Statement: 10.00 Prepare Stock

			Level
Tasks:	.01	Prepare brown/white stock a. veal b. chicken c. fish	Special
	.02	Prepare vegetable stock	Special

Specific Student Performance

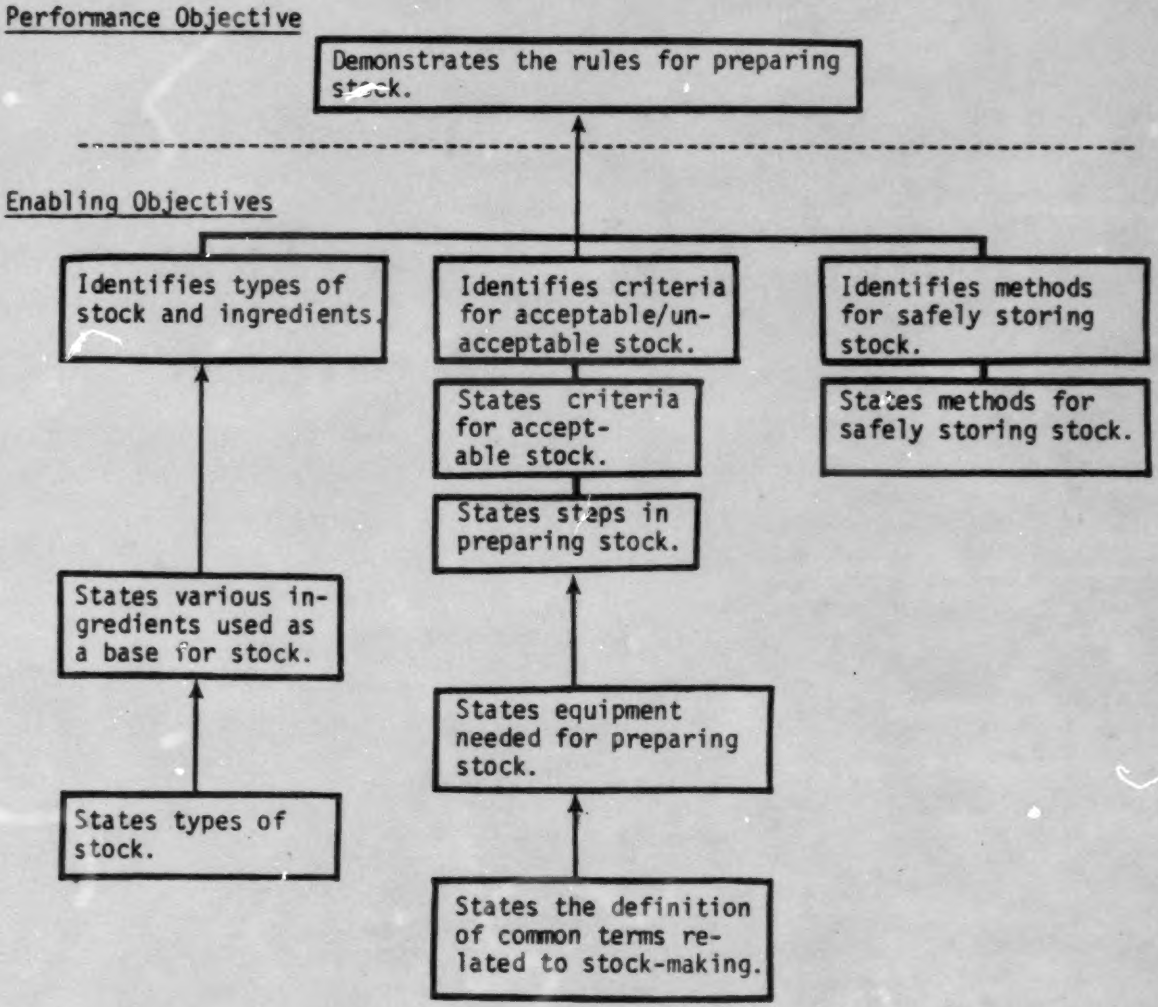
Given a standardized recipe and necessary supplies, the student will prepare one stock recipe (brown, white or vegetable). Performance and final product will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18, 27

LEARNING HIERARCHY

Specific Student Performance

Given a standardized recipe and necessary supplies, the student will prepare one stock recipe (brown, white or vegetable). Performance and final product will be rated by a checklist. All applicable items must receive a rating of acceptable.


Performance Objective
Demonstrates the rules for preparing stock.
Enabling Objectives
Identifies types of stock and ingredients.
Identifies criteria for acceptable/unacceptable stock.
Identifies methods for safely storing stock.
States criteria for acceptable stock.
States methods for safely storing stock.
States steps in preparing stock.
States various ingredients used as a base for stock.
States equipment needed for preparing stock.
States types of stock.
States the definition of common terms related to stock-making.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete activity #1.
6. Complete worksheet #1. Consumable.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test and objectives as a basis for discussion.
2. Discuss vocabulary words and information sheet.
3. Divide class into small groups. Assign each group a category of stock. Have students consult resources; brainstorm for ways to modify stock using various seasonings and ingredients. Report to class.
4. Direct each student to complete worksheet #1.
5. Direct each student (or small group) to complete activity #1.
6. Direct each student to complete post-test. Collect and evaluate.
7. Direct each student, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. The Professional Chef, 1974 edition.
   b. Cooking for the Professional Chef, 1976 edition.
   c. Food For Fifty, 1979 edition.
   d. Food Preparation for Hotels, Restaurants, and Cafeterias.
   e. Joy of Cooking, 1975 edition.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

Filmstrip - Food Preparation: Stocks, Sauces, and Gravies
(From Prentice-Hall Media, 150 White Plains Rd.,
Tarrytown, NY 10591)

III. Activities

1. Discuss how stock-making in food establishments has changed in recent years.
2. Research various flavor enhancers for stocks.
3. Arrange a display of commercially-prepared stock, broth, and bouillon.
4. Using pictures or transparencies, illustrate standards for appearance and uses of various stocks.
5. Visit food establishments, such as cafeterias or restaurants, to observe preparation of stock and ways of using it.
6. Discuss ways in which time may be saved, without sacrificing quality, in preparing stock.
7. Have students describe difficulties they had in preparing stock. Discuss possible reasons for these difficulties.

PRE-TEST

Prepare Stock

I. The three types of stock are _______________, _______________ and _________________.

II. Select, from the list below, the equipment to prepare stock. Circle the letters of the correct answers:

a. grill
b. range
c. skimmer
d. cheese cloth
e. steam table
f. china cap
g. stock pot
h. electric mixer
i. meat saw

III. Arrange in order the basic steps for preparing stock. Place 1" in front of the first step, "2" in front of the second and so on.

_____ a. cut bones with meat saw
_____ b. add seasoning
_____ c. add water over bones
_____ d. bring to a boil
_____ e. strain
_____ f. skim off fat
_____ g. simmer until meat leaves bones
_____ h. add vegetables
_____ i. cool

IV. Circle the letter of the answer which best completes the statements below.

1. Small bone pieces should be used in making stock because:
   a. they are cheaper
   b. more flavor will be extracted
   c. more bones will go in the pot

2. Stock should be cooked by:
   a. simmering 3-5 hours
   b. boiling rapidly for one hour
   c. cooking for 30 minutes, then turning off

3. If stock is not used immediately, it should be:
   a. cooled rapidly by placing pan of stock in cold running water or ice water
   b. cooled at room temperature
   c. put in the freezer

PRE-TEST (Continued)

4. Clarification of stock means:
   a. boiling rapidly for several hours
   b. making stock clear and transparent by adding egg whites and lean beef
   c. flavor extraction

5. Acceptable stock is:
   a. free of fat when ready to use
   b. stored at 75° - 80°F.
   c. covered with a layer of scum

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet .
3. Complete activity #1.
4. Complete worksheet #1.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. China Cap - Long, pointed strainer used for stock and other semi-liquids.

2. Clarification - To make clear or transparent; used to remove food particles from stock.

3. Deglaze - Process of adding water to crusted juices of browned foods to retain flavor.

4. Extraction - Process of pulling or drawing out flavor from foods.

5. Raft - Hardened mass which rises to the top of the stock pot; must be removed with a skimmer.

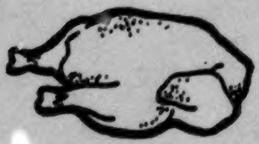
6. Skimmer - Flat, stainless steel perforated disk connected to a long handle.

INFORMATION SHEET

Stock is the liquid in which meat or meat bones, fish or fish bones or vegetables have been cooked to extract the flavor. Stocks provide the basis for nearly all soups and sauces and are the most important ingredients used in food preparation. Stock-making is an exception to almost every other kind of cooking; instead of calling for ingredients that are young and tender, mature vegetables and meat from aged animals will be more flavorful. Instead of keeping juices within the cooking materials, every effort is made to extract and trap all the flavor from them - in liquid form.

The number of food service operations maintaining daily stockpots is decreasing. This is partly due to the lack of adequate personnel and time, and increasing labor costs. Many houses that formerly did their own butchering now buy prefatricated and portion-controlled meats. This means that they no longer have bones with which to make stock unless they purchase them from a packing house. Larger operations that still employ their own butchers have enough bones and trimmings with which to work.

The manufactured bases, such as chicken base or beef base, are used today by many establishments and are also excellent sources for adding flavor to stocks made in the kitchen. These bases, which are primarily seasonings, can be used very effectively. But whether or not the operation actually makes its own stock, knowledge of the proper preparation procedures should be part of the training for cooks. It is important in the preparation of fine stock that each step of the procedure of performed as skillfully as possible.



Types of Stock

There are three major stocks from which most soups, sauces, and gravies are made: brown, white and vegetable stocks.

Beef bones constitute the main ingredient in brown stock, although other types of bones, such as veal, may be used in combination. The bones are browned in the oven prior to the addition of water to give color and flavor. Vegetables, spices, and herbs are used in nearly all stock preparations to give additional flavor.

White stock, while originally made from veal bones, may be extracted from nearly any combination of beef, veal, or poultry bones that have not been browned.

Vegetable stock is made from combinations of various vegetables according to those specified in the recipe. Seasonings and types of vegetables may vary with what is on hand and taste desired.

Cooking Stocks

Many kitchens used to maintain a constant stockpot. It simmered on the range day and night and was added to or taken from as needed. This practive has largely been replaced by shorter cooking methods. Excessive cooking destroys food value and often develops a bitter flavor in the stock.

Utilization of leftovers is necessary and beneficial in maintaining nutritive values and cost control. All types of odds and ends are often added to stocks during the cooking process: roast pork bones, tomato ends or over-ripe tomatoes, other bits of vegetables, bone and meat trimmings. In any case, all ingredients must be clean and wholesome to produce a high-quality stock.

Stocks should never be salted as they are seldom used in their original form, and their reduction or concentration would make them excessively salty and less tasty.

Meat bones should be cut with a meat saw in pieces convenient to handle, three or four inches in length, or they may be ordered pre-cut from the butcher. Small pieces of bone expose more surface to the liquid in which they are cooked, making possible a greater degree of extraction.

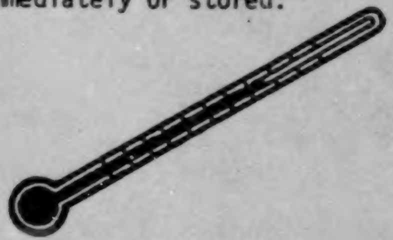
It is recommended that stock be brought to a boil and then the heat reduced so that the liquid barely simmers in order to retain clarity and nutritional value. Scum should be removed periodically as it accumulates. If stock boils vigorously for extended periods it becomes cloudy; therefore, limiting its use.

A large, high-walled, metal stock pot with a spigot (faucet) is preferred for preparing stock and clear broths as it aids in handling and saves time and labor. The spigot allows the stock to be drained easily into saucepans, measuring or other containers, and avoids heavy lifting and dipping with a sauce pan to transfer the finished product to other containers.

Cooling and Storing Stock

Temperatures ranging from 60°F to 100°F are most favorable for growth and multiplication of the bacteria associated with food service. This is sometimes termed the "incubation period." The shorter the exposure to these temperatures the less time bacteria have in which to develop. This reduces the possibility of spoilage. It is important to reduce the exposure time of stock to room temperatures and to refrigerate it properly. Thus follows the vital rules: COOL HOT FOODS AS QUICKLY AS POSSIBLE! REHEAT COLD FOODS AS QUICKLY AS POSSIBLE!

Many bacteria are killed or inactivated by bringing a liquid to the boiling point (212°F). All stocks, with the exception of those that curdle at high heat, should be brought to boiling when finished whether the product is to be used immediately or stored.



For storage, stock should be cooled as quickly as possible. The following are the recommended procedures for cooling stocks to be refrigerated.

1. Place pot in a empty sink on bricks or blocks so that cold water may circulate underneath and on all sides.

2. Install an overflow pipe and turn on cold water. Water should flow constantly so that as the water level reaches the top of the overflow and drains off, additional water is added. The constant supply of cold water will bring down the temperature of the contents of the stockpot until it becomes cool enough to refrigerate.

3. If available, ice may be added to the water to hasten the cooling process. Occasional stirring of the stock is recommended so that the heat will be evenly distrubuted.

4. If the water level is higher than the contents of the pot, there is danger of the pot tipping over. Tie the stock pot handle securely to a nearby pipe or fixture.

5. When cooled, remove stock from sink and refrigerate. Do not remove the fat that rose to the top as the stock cooled. Under refrigeration the fat will congeal (harden) and form a protective coating on the stock. It is easy to remove the fat intact before reheating. The fat may be discarded or saved for preparation of roux (gravy and sauce bases).

If it becomes necessary to transfer the stockpot directly from the range into the walk-in refrigerator; there may be little danger to the stock itself, providing the walk-in can produce the temperature necessary to cool the stock. However, there are disadvantages! The excessive moisture from steam adds greater demands on the walk-in and may result in deterioration of other foodstuffs. Whether stock can safely go from stove to walk-in depends on weather conditions of walk-in and compressor, and amount and type of food under refrigeration. These points should be checked, but whenever possible a precooling process is preferred.

Clarifying Stocks:

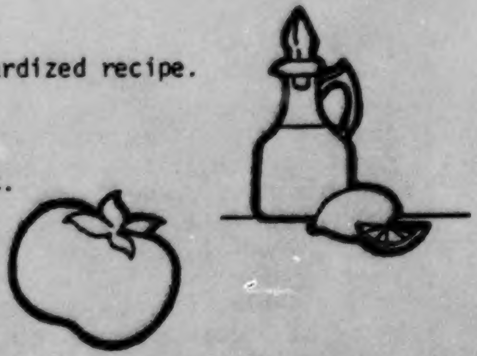
Often the stock needs to be made clear by removing particles that remain in the broth. This may be done by two methods.

1. Coagulation with protein substances. Blend raw egg whites, ground lean beef and water. Add to cooled stock and reheat. The egg mixture will begin to coagulate and rise to the top carrying with it much of the food particles in the stock. This coagulated mass is called a raft. Continue to simmer for about an hour, then strain through several thicknesses of cheesecloth to get clear broth.

2. Tomatoes or tomato products, lemon juice, or vinegar, all of which are acid, help in the clarification process.

Characteristics of well-prepared stock:

-Exhibits color as stated in standardized recipe.
-Free of scum.
-Stores at 38° - 45°F.
-Free of fat (when ready to use).
-Served at 170° - 185°F if used hot.



Preparing brown stock:

Stock making is an exception to almost every other kind of cooking. Instead of calling for things young and tender, mature vegetables and meat from aged animals will be more flavorful. Also, instead of making every effort to keep juices within the foods you are cooking, you want to extract and trap all the flavor from them - in liquid form. In making dark stocks, browning a portion of the meat or roasting it until brown, but not scorched , will add flavor; however, before preceeding pour off any grease that develops.

Bones, especially marrow bones (those with gelatinous extractives), play a very important role in stock. But if too large portions of them are used, the stock becomes gluey and should be reserved for use in gravies and sauces.

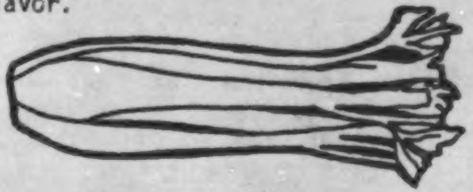
Essential to retaining the flavor of the extracted juices is a steady low heat for the simmering of the brew. As the stock heats, quite a heavy scum rises to the top. When preparing brown stock, this is sometimes left on, if not too much.

Add needed seasoning vegetables and simmer the stock partially covered, with the lid at an angle, until you are sure you have extracted all the goodness from the ingredients - at least 3 hours. Pressure or steam pots can speed the process of extraction. (There is some disagreement about whether the extraction process is as effective.)

Cool stock uncovered. To cool quickly, place the stock pot in a tall container partially filled with cold water. Store it tightly covered and refrigerate. The grease will rise in a solid mass which is also a protective coating. Do not remove this until you are ready to reheat the stock for serving or use.

Preparing White Stock

White stock is basically made in the same manner as brown stock; however, basic white stock is made by extracting unbrowned meat or meat trimmings (veal, beef, fish, or poultry). If fish is used, it is poached in water for a shorter period to extract flavor.



Vegetable Stock

Vegetable stock is made by drawing all the flavor out of various vegetables by bringing to a boil, then simmering for 1½ hours or until vegetables are very tender. Prepare vegetables as you would for eating - wash, scrape or pare, as needed, and remove bruised or bad portions. Use twice as much water as vegetables.

For quicker cooking and greater extraction, vegetables may be blended before cooking. But it is very important to taste the vegetable liquid you reserve. They vary tremendously, depending on the age of the vegetable and whether the leaves are dark outer ones or light inner ones. Green celery tops, for instance, can become bitter through long cooking in a stock, while the tender yellowish leaves do not. Often, too, celery is so heavily sprayed with chemicals that the outer leaves and tops taste strongly enough of these absorbed flavors to carry over into foods.

INFORMATION SHEET (Continued)

Also balance the amounts and kinds of vegetables with other stock flavors. Some vegetables have a deadening influence: others, such as tomatoes can make the stock too acid. Leftover cooked vegetables may be used, varying cooking time. Vegetable stock is most often used as a base for making cream of vegetable soup. Vegetables used may vary according to type of soup required.

ACTIVITY #1

Directions: Prepare at least one stock recipe, brown, white or vegetable, as directed in any standardized quantity foods recipe (see for example, Beef Stock and its variations or Chicken Stock in Food For Fifty.) Your instructor will evaluate your performance and final product(s).

CONSUMABLE

WORKSHEET #1

Directions: Fill in the following blanks with the word or words which best complete the statement. You may refer back to the information sheet, if necessary.

1. Utilization of ________________ is necessary to maintain effective cost control when making stock.

2. Stocks should never be __________________ as they are seldom used in their original form.

3. Small pieces of bones should be cut with a meat saw, making possible a greater degree of ____________________.

4. The three major stocks are _____________ , _____________ and _______________.

5. Bones that have been _______________ constitute (make up) the main ingredients in brown stock.

6. White stock originally was mainly made from ______________ bones, but may be combinations of other meats or poultry products.

7. Stock must be brought to a ____________ and then the heat reduced to _____________.

8. _______________ should be removed periodically as it accumulates.

9. _______________ stock is a process of clearing food particles from stock.

10. ____________ and ____________ are two proteins used to coagulate food particles in stock.

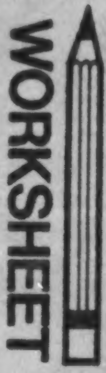
11. The coagulated mass which forms on top of stock is called a __________.

12. _________, _____________ and ____________ are acid products which aid in the clarification process.

13. One characteristic of well-prepared stock is that it is free of _______________ and _________________.

14. Each type of stock should be stored at _______° to _________°F.

15. Each type of stock should be served at _______° to _________°F., if used hot.



POST-TEST

Prepare Stock

I. Define the following terms.

1. stock -

2. clarification -

3. extraction -

4. china cap -

5. skimmer -

II. Complete the following table by naming the three major types of stock, the main ingredient from which each is prepared, and the equipment which would be necessary to prepare each type:

Type of Stock	Main Ingredient	Equipment
1.		
2.		
3.		

III. Arrange in order the basic steps for preparing stock. Place "1" in front of the first step, "2" in front of the second and so on.

_____ a. cut bones with meat saw
_____ b. add vegetables
_____ c. add seasoning
_____ d. put water over bones
_____ e. simmer until meat leaves bones
_____ f. bring to a boil
_____ g. cool
_____ h. skim off fat
_____ i. strain

IV. Read the statements below carefully. If the statement is true, circle "T", if false, circle "F".

T F 1. Bones are cut into large pieces when preparing stock.
T F 2. Two clarification agents for stock are protein substances and acid products.
T F 3. Stock should be stored at a temperature between 35° and 48°F.
T F 4. Stocks should be salted during cooking.
T F 5. Hot stocks should be cooled as quickly as possible.

V. Sherry has prepared a pot of stock which will be used for making soup for tomorrow's restaurant customers. She needs your help in advising her about how to cool the stock before storing it. Describe to her two ways of cooling the stock, explaining the advantages and disadvantages of each. Which method is more acceptable? Why?

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Stock

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Performance	Brown, White or Vegetable A	 N	 NA
-Followed safety procedures			
-Followed personal safety habits			
-Followed sanitation techniques			
-Displayed personal hygiene			
-Cleaned work area			
II. Product			
-Has proper color required by recipe			
-Is free of scum			
-Is free of fat			
-Is stored at 38° - 45°F			
-Is served at 170°-185°F., if used hot			

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. Brown, white, vegetable

II. b, c, d, f, g

III. 1, 5 or b, 2, 3, 7, 9, 4, 6 or 5, 8

IV. (1) b, (2) a, (3) a, (4) b, (5) a

WORKSHEET #1

(1) leftovers; (2) salted; (3) extraction; (4) brown, white or vegetable; (5) browned; (6) veal; (7) boil; (8) skum; (9) clarification of; (10) egg whites and ground beef; (11) raft; (12) tomatoes, lemons anv vinegar; (13) skum and fat; (14) 38-45°F; (15) 170-185°F

POST-TEST

I. (1) Liquid in which meat or meat bones, fish or fish bones, or vegetables have been cooked to extract the flavor.
   (2) To make clear or transparent; process of adding a clarifying agent to stock to remove food particles.
   (3) Process of pulling or drawing out flavor from foods.
   (4) Long, pointed strainer used for stock and other semi-liquids.
   (5) Flat, stainless steel perforated disk connected to a long handle.

II. (1) Brown - Beef bones (browned) - Meat saw, roast pan, range, oven, pot, wooken paddle, china cap
   (2) White - Beef,veal or poultry bones (not browned) - Meat saw, pot range, china cap, cheesecloth
   (3) Vegetable - Combinations of various vegetables - Knife, cutting board, pot, range, lid, china cap, cheesecloth, skimmer

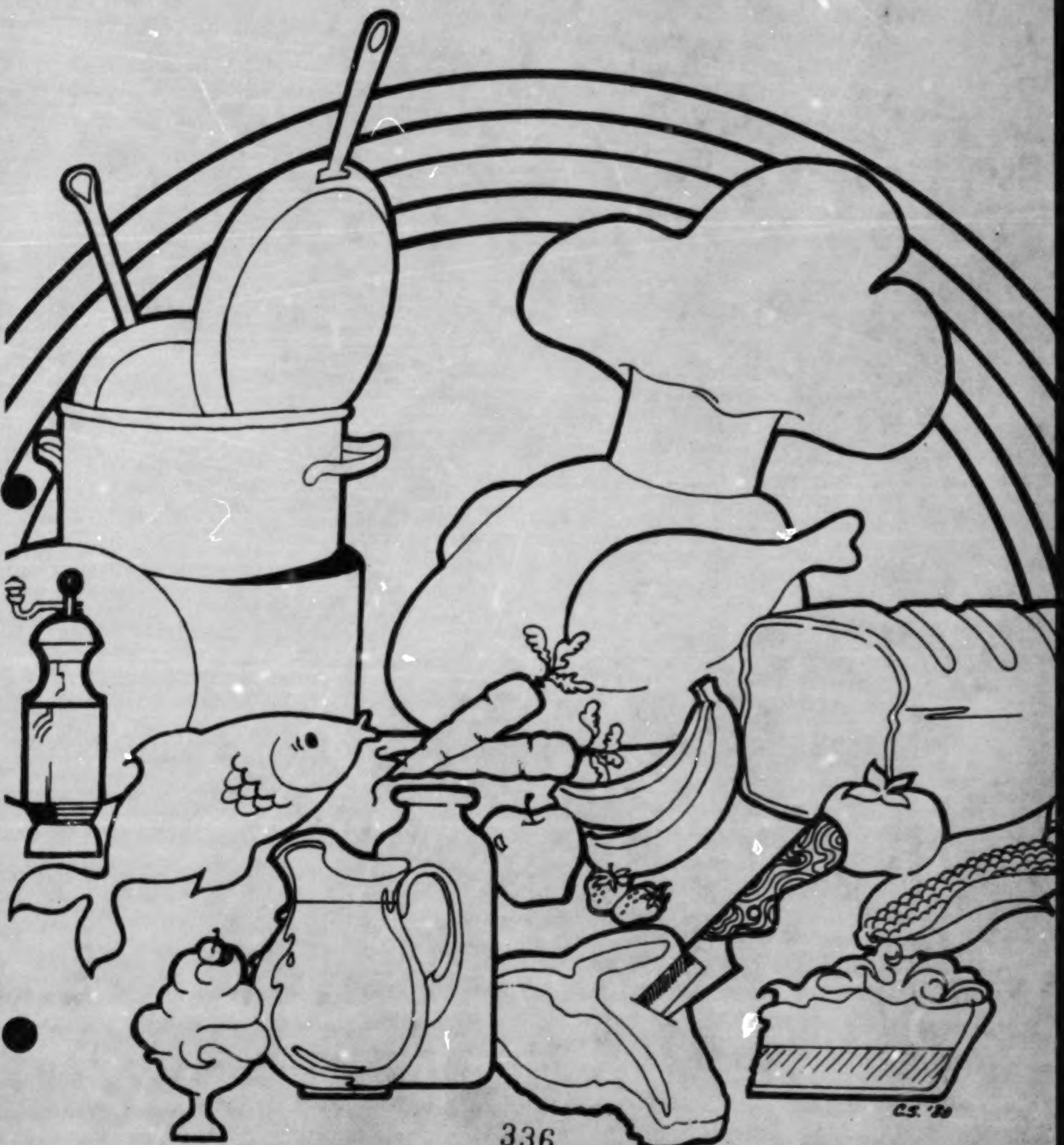
III. 1, 5 or 6, 6 or 5, 2, 4, 3, 8, 9, 7

IV. (1) F, (2) T, (3) T, (4) F, (5) T

V. Answers will vary, see information sheet #1.

Food Service Worker

MODULE 29: SOUPS



SOUPS

PART I - BASIC

Competence Area: F. Food Preparation

Competency Statement: 11.00 Prepare Soups

Level

Tasks: .01 Prepare convenience soups---------------------------- Basic
- a. canned
- b. frozen
- c. dehydrated
- d. consomme

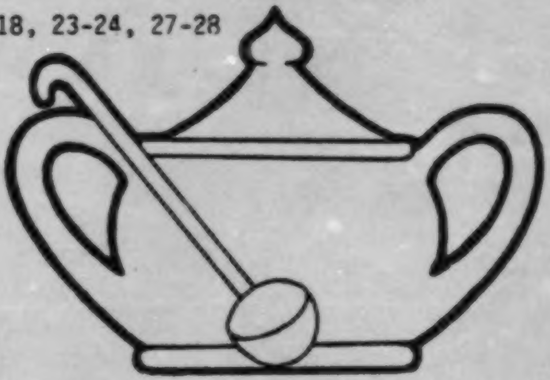
.02 Prepare cold soups------------------------------------ Special
- a. thick
- b. thin

Specific Student Performances

1. Given four forms of convenience soups and necessary supplies, the student will prepare convenience soups according to established criteria. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. (Optional) Given a standardized recipe and necessary supplies, the student will prepare at least one cold soup (thick or thin). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18, 23-24, 27-28



(29) T.1
S.1

OBJECTIVES

PART I - BASIC

LEARNING HIERARCHY

Specific Student Performance

1. Given four forms of convenience soups and necessary supplies, the student will prepare convenience soups according to established criteria. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. (Optional) Given a standardized recipe and necessary supplies, the student will prepare at least one cold soup (thick or thin). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objectives

Demonstrates the rules for preparation of convenience soups.

Demonstrates the rules for preparing cold soup (thick or thin).

Enabling Objectives

Identifies acceptable criteria for convenience soups.

Identifies various forms in which convenience soups may be purchased.

States criteria for acceptable prepared convenience soups.

States methods for preparing convenience soups.

States forms and defines the forms in which convenience soups may be purchased.

Identifies acceptable criteria for cold soup.

Identifies basic steps and procedures used in preparing cold soups.

Identifies ingredients necessary for preparation of various cold soups.

States criteria for acceptable cold soups.

States basic steps and procedures used in preparing cold soups.

States ingredients necessary for preparation of various cold soups.

States types and examples of cold soups.

PART I - BASIC

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete activity #1.
6. Request post-test from instructor - complete. Consumable.
7. Turn completed work in to instructor.
8. Request final checkout performance evaluation from instructor - complete

*(NOTE: The following section is designed for students that you feel should complete the special task to prepare cold soups.)

9. Read and study information sheet #2.
10. Complete activity #2.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Go over objectives and vocabulary words with group.
2. Use pre-test as a basis for discussion.
3. Direct each student to read and study information sheet #1.
4. Direct each student to complete activity #1. Amounts and types of soups will be specified by the instructor.
5. Instruct each student to complete post-test. Collect and evaluate.
6. Direct students, when ready, to request final checkout performance evaluation.
7. Discuss information sheet #2 as a class.
8. Demonstrate (teacher) preparation of cold soups, thick or thin.
9. Have students practice preparation using activity #2, optional. Evaluate.
10. Direct students, when ready, to request final checkout performance evaluation, optional.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Discovering Food, 1978 edition.

PROCESS SHEET (Continued)

b. The Professional Chef, 1974 edition.
c. The Joy of Cooking, 1975 edition.
d. Wonderful Ways with Soups by Campbell's.
e. Soup and Salad Book by Lipton.

II. Activities

1. Examine the labels of canned, frozen, dehydrated, and consomme convenience soups; compile information given.
2. Compare the cost for each serving of the same soup in each of the various forms of convenience soups.
3. Research recipes for various ways to use convenience soups in different combinations such as casseroles, vegetables, dips, gravies, stews, other food items.
4. Research recipes for names of soups which may be served cold.
5. Conduct a taste-test for various cold soups.
6. Conduct a survey to determine if there are any food establishments in the area which feature cold soups as "Soup du Jour" (soup of the day).
7. Consult the telephone directory for food establishments which serve soup as their main features; for example, Soup Kitchens.
8. Prepare a bulletin board featuring cold soups and sample menus where cold soups are featured.

CONSUMABLE

PART I - BASIC

PRE-TEST

Prepare Soup

Directions: Read each statement below carefully. If it is correct, write "True", if incorrect, write "False,"

_____ 1. Bouillon is always made from beef stock.

_____ 2. Condensed means canned.

_____ 3. Dehydrated means that some of the water has been removed.

_____ 4. Convenience soups are often used as a base for other foods.

_____ 5. The most commonly used convenience soup form is canned.

_____ 6. Add a cup of water to all convenience soups.

_____ 7. Dehydrated soups require cooking at least one hour before serving.

_____ 8. Two different kinds of canned soups should not be combined.

_____ 9. Frozen soups are heated in the container.

_____ 10. Certain soups are served lukewarm.

PART I - BASIC

STUDENT GUIDE SHEET

*Directions: To Student Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluations with your instructor. If you feel that you need to complete the module. follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete the module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete activity #1.
4. Request post-test from instructor - complete.
5. Turn completed work in to instructor.
6. Request final checkout performance evaluation from instructor - complete.

*(NOTE: Ask your instructor if you should complete the special task section to prepare cold soups.)

7. Read and study information sheet #2.
8. Complete activity #2.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Borscht - A Russian beet soup which may include other ingredients such as onions, tomatoes, and beef stock.

2. Bouillon - A clear broth or soup made from beef or chicken; highly seasoned.

3. Condensed - Part of the water has been removed.

4. Consomme - Clear broth made with chicken, veal or other meat; may be served hot of cold.

5. Dehydrated - All the water has been removed.

VOCABULARY (Continued)

6. Gaspacho - Spicy, chilled soup of Spanish origin made of tomato juice and tomatoes, beef bouillon, cucumber and other fresh vegetables, and seasonings.

7. Madrilene - Clean consomme with tomato; highly seasoned; served jellied or hot.

8. Thick Soup (Cold) - Soups which derive thickness from products added to the stock or pureed vegetables. Examples are cream soups, chowders and bisques.

9. Thin Soup (Cold) - Clear, rich liquid prepared without the use of a thickener. Examples are French onion, bouillon and consomme.

10. Vichyssoise - A cream soup of potatoes and leeks (pureed); may be served hot or cold.

#1 INFORMATION SHEET

Convenience soups are widely used in food service establishments to save time and cut labor costs. When a convenience soup is used, most of the work is already done and customers can be served hot soups quickly. They are also used for preparing other foods such as casseroles, stews, sauces, dressings, and dips.

The forms in which convenience soups may be purchased are canned, frozen, dehydrated (cubes and granules), and consomme. Canned soups are most often used, although the others are gaining in popularity.

When convenience forms of soup are used, instructions on the label should be followed exactly for best results.

Canned Soups

Canned soups need only to be heated and served. Condensed soups must have liquid (water or milk) added before heating. The label will indicate the type of soup in the can. A wide variety of clear (canned stock) or milk-base soups are available. Some canned soups, condensed and ready-to-serve, are frozen, but tend to be more expensive. Various kinds of canned soups may be combined to vary flavors.

Microwave ovens are often used to heat soups quickly, but must be used with proper containers (most models will not tolerate metals). Some food establishments have special electric soup heaters for small amounts of soup.

Cream of
Mushroom
SOUP

Frozen Soups

Most frozen soups should be removed from the freezer and allowed to thaw just before heating to serve. Frozen soups are purchased in condensed and ready-to-serve forms.

Dehydrated Soups

All of the water has been removed from a dehydrated soup and all that remains is a dry-like mixture (cubes, as in bouillon, and granules, as in bouillon and consomme). They are most often purchased in chicken or beef flavors. When they are dissolved in hot liquid, they usually make one cup of clear broth. They keep well and are a convenience item to be used in a variety of ways. In addition to their use as a clear broth, they can be used as a base for a hearty soup or to add flavor to sauces, gravies, vegetables, casseroles, and even to other soups.

NOODLE SOUP

Consomme

Consomme is a clear, well-seasoned soup made from clear stock. It is most commonly used as an appetizer or as an addition to foods requiring stock or flavored meat or poultry flavors. Usually, they are used as purchased, to maintain strength of flavor.

Characteristics of acceptable prepared convenience soups:

- Consistency typical of the soup
- Flavor typical of the foods in the soup
- Not watery
- Served at the proper temperature

ACTIVITY #1

Directions: Given the four types of convenience soups (canned, frozen, dehydrated, and consomme), prepare each in amounts stated by your instructor. Performance and final products will be rated by a checklist.

PART I - BASIC

POST-TEST

Prepare Soup

I. Place the letter of the answer which best completes the statement in the blank provided.

_____ 1. Convenience soups:
   a. Taste better than "made from scratch soups"
   b. Saves time and lavor costs over "made from scratch soups"
   c. Are more economical than "made from scratch soups"
   d. Look more attractive than "made from scratch soups"

_____ 2. Which of the following is not a convenience soup form?
   a. frozen
   b. condensed
   c. dehydrated
   d. fresh

_____ 3. Which of the following is not true about canned soups?
   a. Some are condensed
   b. All require water to be added
   c. Some are milk based
   d. Some are ready to serve

_____ 4. Which of the following is not a common use for dehydrated soups?
   a. as a clear broth
   b. as a base for a beauty soup
   c. to add flavor to gravy
   d. to add color to a casserole

II. Read each statement below carefully. If it is correct, write "True"; if incorrect, write "False".

_____ 1. Add a cup of water to all convenience soups.

_____ 2. Bouillon is always made from beef stock.

_____ 3. Certain soups are served lukewarm.

_____ 4. Condensed means canned.

_____ 5. Dehydrated soups require cooking at least one hour before serving.

_____ 6. Convenience soups are often used as a base for other foods.

PRE-TEST

PART I - BASIC

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Convenience Soups

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	Canned			Frozen			Dehydrated			Consomme		
I. Process	A	N	NA	A	N	NA	A	N	NA	A	N	NA
-Followed safety procedures.												
-Followed personal safety habits.												
-Followed sanitation techniques.												
-Displayed personal hygiene.												
-Cleaned work area.												
II. Product												
-Met requirements on package or label.												
-Consistency typical of the soup.												
-Flavor typical of soup.												
-Not watery.												
-Served hot.												

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

#2 INFORMATION SHEET

Soups may be served either hot or cold but never lukewarm. Cold soups are made in exactly the same way as hot soups and then cooled and refrigerated. Some jellied types do include gelatin if not enough thickening ingredients are present in the recipe.

Within the classifications of thin and thick soups is cold (jellied) soup. In many instances, the same soups may be served hot. Some popular jellied soups are: beef consomme, chicken consomme, Madrilene (chicken broth and tomato broth), tomato bouillon (beef broth and tomato - clarified). Other popular cold soups are: berry soups with sour cream (blueberries, raspberries, etc.), borscht (beets) with sour cream, cherry soup, fresh fruit soup (apricots, peaches, cherries, pineapples), Mexican avocado soup, Swedish fruit soup (dried fruits - apples, peaches, apricots, prunes). Cold fruit soups may be garnished with whipped cream and served as a dessert. Cold, jellied soup with a piece of lemon and a sprig of parsley may be served as an appetizer.

Thick Cold Soups

Thick cold soups are made the same way that thick hot soups are made. One very popular thick soup which is served chilled is vichyssoise. It is a cream soup made from potatoes, onions, leeks, chicken stock, and cream. It is usually garnished with chopped chives for added color. Vichyssoise may also be served hot.

Gaspacho is the Spanish version of a cool, creamy, and smooth cucumber-onion soup with a consomme base. Sour cream is usually added to Gaspacho and it may be garnished with dillweed to enhance flavor and appearance.

Many of the thick soups may be made with a blender from pureed vegetables. Velvety smoothness is a requirement for serving.

Jellied Soups are difficult to classify since they begin as a thin soup but when chilled become springy and quivery (congealed). They are transparent in appearance, with only the color of basic ingredients evident, as in Tomato Madrilene.

Thin Cold Soups

The broth in which meats are cooked will gel when cooled. Meat stock will contain some of this gelatin and will tend to gel when cooked. Concentrated meat broths from beef and chicken are used to form a jellied soup which is served as an appetizer. These delicious warm-weather soups may be more highly seasoned than hot soups as salt content is higher.

Consomme or bouillon may be chilled for several hours and served as jellied soup. However, sometimes it is necessary to add gelatin according to the directions given in the recipe or on the label. Before serving jellied soup, break up the jelly lightly with a fork, and garnish with lemon and parsley or salted whipped cream. Cold soups, when not jellied, may be prepared quickly by using a blender and chilling briefly in the freezer (do not freeze).

Cold fruit soup is a blend of assorted fruits and their natural juices. Fresh and dried fruits, one variety or a combination, are cooked until they can be pureed easily. If served at the beginning of the meal, go easy on the sugar. Fruit soups are also refreshing when made from frozen fruits, in winter, as a dessert.

Characteristics of well-prepared cold soups:

Thick: velvety smooth, vegetables are very finely cut or pureed, rich flavor, served very cold

Thin: soft gel, if jellied type, transparent in appearance, served cold, well-seasoned, not too salty

ACTIVITY #2

Directions: Prepare at least one cold soup, thick or thin, as directed in any standardized quantity foods recipe (see for example Jellied Madrilene, Gazpacho or Orange Soup in Food For Fifty). Your instructor will evaluate your performance and final product(s).

PART I - SPECIAL

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Cold Soups

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I.	Process	A	N	NA
	-Followed safety procedures.			
	-Followed personal safety habits.			
	-Followed sanitation techniques.			
	-Displayed personal hygiene.			
	-Cleaned work area.			
II.	Product			
	-Served cold			
	Thick - Velvety smooth			
	-Finely-cut vegetables (or pureed).			
	-Rich flavor.			
	Thin - Soft gel			
	-Transparent in appearance.			
	-Well-seasoned.			
	-Not too salty.			

FINAL PERFORMANCE CHECK ✓✓✓

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

SOUPS

PART II - ADVANCED

Competence Area: F. Food Preparation

Competency Statement: 11.00 Prepare Soups

			Level
Tasks:	.03	Prepare thin soup	Advanced
		a. consomme	
	.04	Prepare thick soup	Advanced
		a. legume	
		b. vegetable	
		c. chowder	
		d. creamed	
		e. bisque	

Specific Student Performances

1. Given a standardized recipe and necessary supplies, the student will prepare thin soup (consomme). Performance and final product will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. Given standardized recipes and necessary supplies, the student will prepare at least two thick soups (legume, vegetable, chowder, creamed or bisque). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18, 23-24, 27-28

PART II - ADVANCED

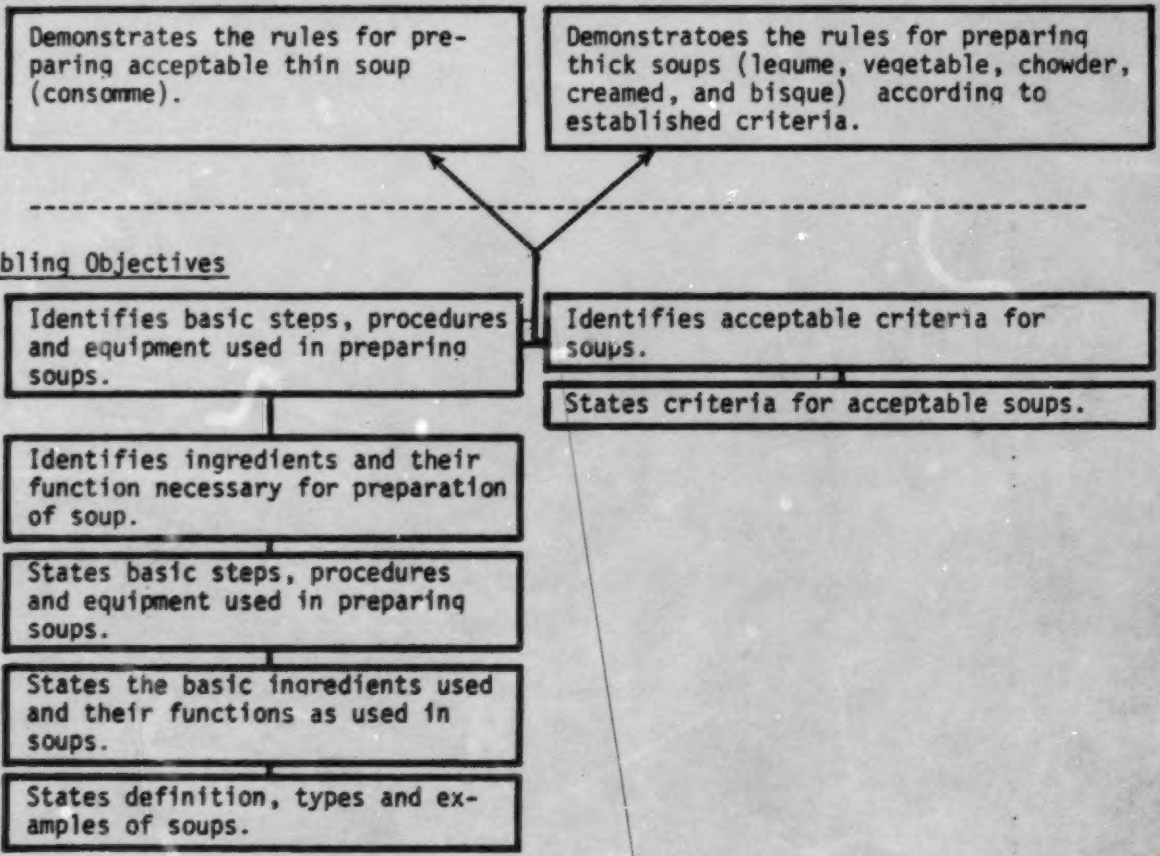
LEARNING HIERARCHY

Specific Student Performance

1. Given a standardized recipe and necessary supplies, the student will prepare thin soup (consomme). Performance and final product will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. Given standardized recipes and necessary supplies, the student will prepare at least two thick soups (legume, vegetable, chowder, creamed or bisque). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objectives



Demonstrates the rules for preparing acceptable thin soup (consomme).

Demonstratoes the rules for preparing thick soups (legume, vegetable, chowder, creamed, and bisque) according to established criteria.

Enabling Objectives

Identifies basic steps, procedures and equipment used in preparing soups.

Identifies acceptable criteria for soups.

States criteria for acceptable soups.

Identifies ingredients and their function necessary for preparation of soup.

States basic steps, procedures and equipment used in preparing soups.

States the basic ingredients used and their functions as used in soups.

States definition, types and examples of soups.

PART II - ADVANCED

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete activities #1-3.
6. Request post-test from instructor - complete. Consumable.
7. Turn completed work in to instructor.
8. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concepts, use pre-test as a basis for discussion.
2. Go over objectives with group.
3. Discuss vocabulary words and information sheet.
4. Direct each student to complete post-test. Collect and evaluate.
5. Turn completed work in to instructor.
6. Direct students, when ready, to reauest final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

- a. Exploring Professional Cooking, 1980 edition.
- b. Practical Cookery, 1975 edition.
- c. The Professional Chef, 1974 edition.

II. Audio-Visual Aids

Films - Soups, Sauces, Entrees - The Modern Way
(From General Food Corp., Institutional Foods Products Division, 250 North Street, White Plains, NY 10605)
- The Ballad Of Soup Du Jour
(From Association Films, 347 Madison Ave., New York 10017)

PART II - ADVANCED

PROCESS SHEET (Continued)

III. Activities

1. Look through magazines for pictures of thin and thick soups. Make a bulletin board/display to show the various types found.
2. Use a flip chart for preparing soups to explain steps/equipment needed.
3. Demonstrate or have a student demonstrate the steps in preparing a stock soup; a cream soup; a chowder. List the steps in preparing each.
4. Divide the class into groups. Each group will prepare one basic type of soup. Serve samples of the soups to class members. Take a poll to determine which was the most popular variety.
5. Prepare a variety of soups featuring a Soup de Jour (soup of the day) on the luncheon food service menu.

CONSUMABLE

PART II - ADVANCED

PRE-TEST

Prepare Soup

I. Match the terms on the right with the correct definition on the left. Write the appropriate letter in the blanks provided.

DEFINITIONS

_____ 1. Clean concentrated beefstock.
_____ 2. Soup that contains salt pork and no other meat.
_____ 3. Thick soup with cream base shellfish.
_____ 4. Soup that is thickened by one ingredient, cooked to a pulp, and strained.

TERMS

a. Bisque
b. Bouillon
c. Puree
d. Bouquet Gami
e. Chowder

II. Select from the list below the cooking equipment needed to prepare soup. Then describe each and its function in soup preparation.

a. Steam kettle

b. Skimmer

c. Char-broiler

d. Cheesecloth

e. Steam table

f. Wire whip

g. Range

h. China cap

III. Select from the list below the reasons for poor quality soup. Circle the letters of the correct answer(s).

a. Greasy
b. Too much water
c. Contains meat
d. Fat and flour not mixed properly
e. Vegetables overcooked
f. Served hot
g. Cloudy
h. Too thick

PART II - ADVANCED

STUDENT GUIDE SHEET

*Directions: To Student Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluations with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet.
3. Complete activities #1-3.
4. Request post-test from instructor - complete.
5. Turn completed work in to instructor.
6. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Bisque - Thick, very rich soup usually made from shellfish such as lobster and shrimp with a cream base thickened with roux.

2. Bouillon - Clear, concentrated meat stock usually made from beef or chicken.

3. Bouquet Garni - Herbs and spices tied together and cooked with soups for flavoring; may also be called sachet bag.

4. Broth - Liquid from which meat, vegetables, and other foods have been cooked and then strained.

5. China Cap - Long pointed strainer used for straining sauces, soups, stocks and other liquids or semi-liquids.

6. Chowder - An unstrained stew-like soup of fish or vegetables with milk and potatoes; usually contains salt pork and no other meat.

7. Clarify - To make clear by skimming or adding egg whites and shells; then straining.

VOCABULARY (Continued)

8. Cold Soups - Soups classified according to their consistency and served cold. Examples are jellied consomme and vichysoisse. (More information about these soups is given in this module, special section.)

9. Consomme - Clear broth made with chicken, veal or other meat.

10. Garnish - Cleaned, rough-cut, raw vegetables cooked with stock for flavor; in some recipes, these may be referred to as mirepoix.

11. Legume - Protein food such as, dried peas and beans (pinto, lima, navy, kidney, etc.)

12. Puree - A strained, thick pulp and juice of vegetables or fruit. Also, to force food through a sieve or colander to separate the pulp and juice.

13. Raft - Coagulated mass which rises to the top of a soup stock pot; must be removed with a skimmer.

14. Roux - Equal parts of flour and fat used to thicken liquids when preparing sauces, soups and gravies.

15. Sieve - Strainer for separating solid or partly solid particles from liquids.

16. Skimmer - Flat, stainless steel perforated disk connected to a long handle used to skim grease or food particles from soups, stock, or sauces.

17. Soup - Liquid or semi-liquid obtained by cooking meat, vegetables, fish or shellfish in liquid.

18. Stock - Liquid in which meat or meat bones and trimmings, fish or fish bones and/or vegetables have been cooked to extract flavor.

19. Thick Soup - Soups which derive thickness from products added to the stock or pureed vegetables. Examples are cream soups, chowders and bisques.

20. Thin Soup - Clear, rich liquid prepared without the use of a thickener. Examples are French onion, bouillon and consomme.

INFORMATION SHEET

Soups are well-liked by the public because they are easy to eat and digest. They are both filling and nourishing, but not costly, as they may utilize leftovers, less expensive cuts of meats, bones, and trimmings. Soups are easy to prepare; however, they are time-consuming. The preparation of quality soup involves long and slow simmering of various ingredients with the adding of the right seasoning agents and garnishes. Today, the variety of ingredients that can be put in the soup pot is limited only by the imagination of the cook or chef. Almost any meat, fish, vegetable, grain, fruit, and dairy product can be part of the makings of soup.

Soups are found in one form or another around the world and may be served either as a appetizer or as a complete meal-in-one dish. Clear, thin soups are offered as appetizers while the thicker, larger portion soups are in the one-dish-meal or "soup and sandwich" category.

The best soups are still based on well-prepared stock. Stock-making was presented in Module #28. Note the suggestions offered for the long, slow cooking of meat stocks or the rapid cooking of fish and vegetable stocks which also apply to soup-making.

Classification of Soups

There are virtually thousands of soups which may be prepared using a few basic methods and principles. To make learning easier, soups can be classified into the following types:

1. Thin (clear) soups - broth, bouillon, consomme, and some types of vegetable soup.
2. Thick soups - cream soup, puree, chowder, and bisque.

Broth or bouillon are interchangeable terms. They are liquids in which any food, including vegetables, have been boiled or simmered. Originally, they were specifically derived from meats, although there have been recent recognized exceptions.

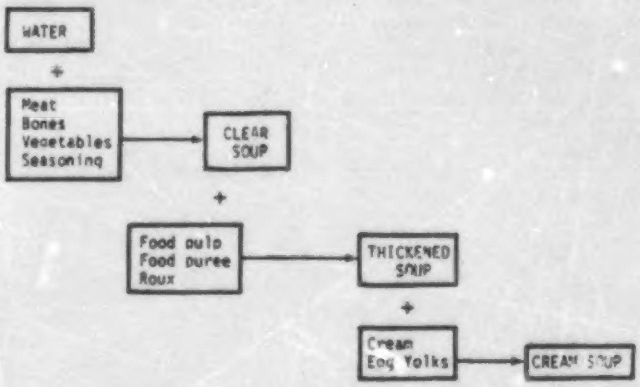
Consommes are clear, transparent soups derived from stock, broth or bouillon. The process by which consomme is obtained is termed clarification. The process of clarification is discussed in Module #28. You will need to review this information before preparing soups in this category. Nearly all consommes are derived from two sources: chicken stock which is used for white consommes and beef stock for others. The various consommes are numerous and are named for additional ingredients that go into their production or added garnish. Although most consommes are served hot, a few are served cold or jellied.

Cream Soups are usually named for the main ingredient: cream of asparagus, cream of chicken, cream of fresh vegetables. They are thickened with the addition of milk and/or cream with a thickening agent. Creamed soup may be made by: (1) addition of plain starch (flour or cornstarch) and liquid (usually water) or roux for better flavor and texture, (2) addition of a starchy vegetable such as potatoes, (3) addition of pasta products such as noodles or macaroni, or (4) combinations of puree, roux, and cream. Egg yolks may be used in some specialty soups. Thickened soups, just as clear soups, can be served strained and plain, or they may have a garnish prepared in the same way as for consomme. While preparing thickened soups, remember that curdling may occur if too much heat, salt, or acid are used.

A thick, cream soup may be prepared quickly using, as a base, a thin white sauce. Just add pureed vegetables or meat for a smooth cream soup; pieces of meat, fish, chicken, or vegetables for a chunky variety. The richness of a creamed soup can be varied by the type of liquid used. A light vegetable cream soup may use skim milk. A richer cream-of-chicken soup may be made with heavy cream. Creamed soups can be served hot or cold. Vichyssoise is a famous French soup made with potatoes and leeks.

Purees are thickened soups made without the addition of milk or cream. They are mainly made from legumes (dried peas, beans, and lentils) but may be made from any starchy vegetable. Purees are somewhat heartier soups that use combinations of high protein and starchy foods; therefore, they can be used as a main dish. Pureed soups can be made in the blender or food processor and served cold. The Spanish salad soup, gaspacho, is prepared this way. It is made of cucumbers, tomatoes, and other vegetables blended together with salad oil and vinegar.

The following is a flowchart for soupmaking:



INFORMATION SHEET (Continued)

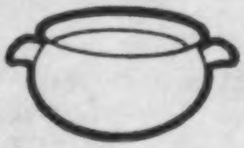
Chowders are made from fish, shellfish and - more recently - vegetables, although the vegetable chowders would be more aptly termed cream soups. With a few exceptions, chowders are made with milk and/or cream and include potatoes and salt pork.

Chowder comes from the French word chaudie're meaning "hot pot." It was developed by early French explorers in Newfoundland who eventually settled in New England. Today, the types of chowder include the famous New England, Manhattan, and vegetable. New England and vegetable chowders are milk based. Manhattan chowders use shellfish, fin-fish, or both. Vegetable chowder uses corn, lima beans or mushrooms.

Gumbos are considered relatives of chowder. A southern relative, a specialty soup of the Cajuns in Louisiana, is rich and thick, containing bits of ham, tomatoes, okra, rice, onion, vegetables, and either shellfish or chicken.

Bisques are usually thickened soups made from shellfish. They are named for the main ingredient; an example is shrimp bisque. Bisques, unlike chowders, contain only the ingredeints for which they are named. They are usually prepared with cream.

Characteristics of a well-prepared soup:



- -Pleasing color
- -Satisfying flavor
- -Appetizing aroma
- -Consistency in keeping with its type
- -No free fat floating on top
- -Served hot or cold never lukewarm, according to recipe

ACTIVITY #1

Directions: Prepare consomme as directed in any standardized quantity foods recipe (see for example, Consomme/Stock in Food For Fifty). Your instructor will evaluate your performance and final product.

ACTIVITY #2

Directions: Prepare at least one thick soup (legume or vegetable) as directed in any standardized quantity foods recipe (see for example, Navy Bean Soup or Vegetable Beef Soup in Food For Fifty). Your instructor will evaluate your performance and final product(s).

ACTIVITY #3

Directions: Prepare at least one thick soup (chowder, creamed or bisque) as directed in any standardized quantity foods recipe (see for example, Corn Chowder or Cream of Tomato Soup in Food For Fifty). Your instructor will evaluate your performance and final product(s).

CONSUMABLE

PART II - ADVANCED

POST-TEST

Prepare Thick and Thin Soups

I. Read each statement below carefully. Circke "T" if it is True; circle "F" if it is False.

T F 1. Bisque is usually made with roux.

T F 2. Bouillon is concentrated stock.

T F 3. A bouquet garni is left in the soup when served.

T F 4. Broth contains bits and pieces of vegetables.

T F 5. A china cap is used for skimming off the fat.

T F 6. Legumes are dried beans.

T F 7. Use a colander to puree foods.

T F 8. Raft should be left in the soup.

T F 9. Soups are quick to make.

T F 10. Consomme is made from pork stock.

T F 11. Creamed soups may be served hot or cold.

T F 12. Too much acid causes curdling in a cream soup.

T F 13. Pureed soups contain milk or cream.

T F 14. Gumbo is a type of chowder.

T F 15. A chowder is a cream soup.

II. Circle the letter of the answer that best completes each statement below.

1. Which of the following usually contains shellfish?
   a. chowder
   b. consomme
   c. bisque
   d. broth

2. Which of the following is always clear?
   a. bouillon
   b. consomme
   c. stock
   d. broth

POST-TEST (Continued)

3. Which of the following is not found in a chowder?

a. milk	c. salt pork
b. potatoes	d. beef stock

4. Which of the following is not true regarding consomme?
   a. It is clear and transparent.
   b. It is derived from stock, broth or bouillon
   c. It is obtained by clarification
   d. It is always served hot

5. Which of the following is not true regarding all cream soups?
   a. Too much salt will cause curdling.
   b. They may be thickened by potatoes.
   c. They should be cooked on high heat.
   d. They may be thickened with pasta.

PART II - ADVANCED

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Thick and Thin Soups

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	Consomme (Thin)			#1 (Thick)			#2 (Thick)		
I. Process	A	N	NA	A	N	NA	A	N	NA
-Followed safety procedures.									
-Followed personal safety habits.									
-Followed sanitation techniques.									
-Displayed personal hygiene.									
-Cleaned work area.									
II. Product									
-Pleasing color.									
-Satisfying flavor.									
-Appetizing aroma.									
-Consistency in keeping with type.									
-No free-floating fat on top.									
-Served hot.									

FINAL PERFORMANCE CHECK ✓✓✓

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST (PART I - BASIC)

(1) False, (2) False, (3) False, (4) Ture, (5) True, (6) False,
(7) False, (8) false, (9) False, (10) False

POST-TEST (PART I - BASIC)

I. (1) b, (2) d, (3) b, (4) d

II. (1) False, (2) False, (3) False, (4) False, (5) False, (6) True

PRE-TEST (PART II - ADVANCED)

I. (1) b, (2) e, (3) a, (4) c

II. a, b, d, f, h
For description and functions, see information sheet.

III. a, b, d, e, g, h

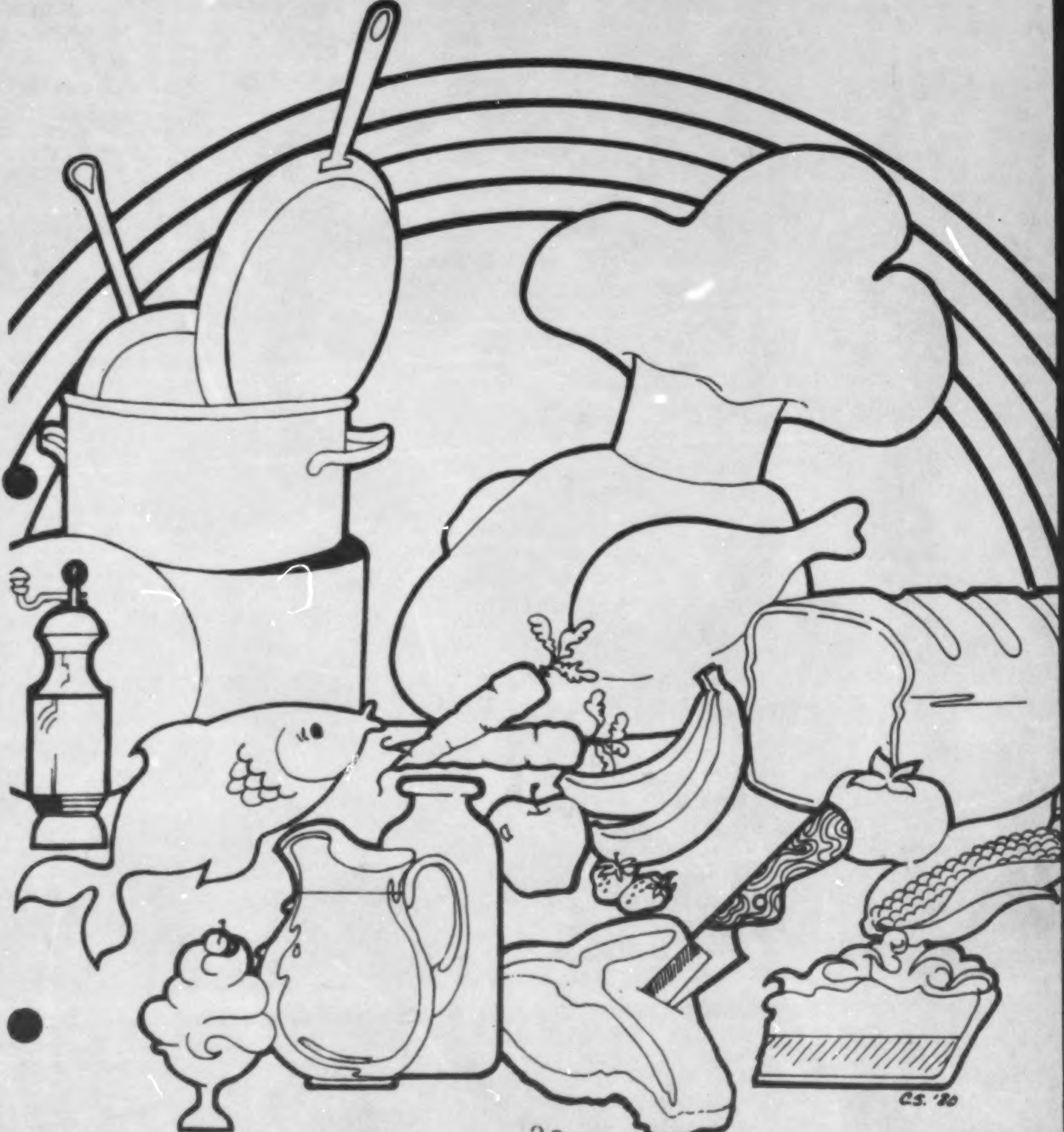
POST-TEST (PART II - ADVANCED)

I. (1) T, (2) T, (3) F, (4) F, (5) F, (6) T, (7) T, (8) F, (9) F,
(10) F, (11) T, (12) T, (13) F, (14) T, (15) T

II. (1) c, (2) b, (3) d, (4) d, (5) c

Food Service Worker

MODULE 30: SAUCES



SAUCES

Competence Area: F. Food Preparation

Competency Statement: 12.00 Prepare Sauces

		Level
Tasks:	.01 Prepare lead/mother sauces--------------------------	Advanced
	a. brown sauces/espagnole	
	b. white sauces/bechamel	
	c. tomato sauces	
	d. veloute sauces	
	e. hollandaise sauce	

Specific Student Performance

Given a standardized recipe and necessary supplies, the student will prepare at least one lead/mother sauce (brown, white, tomato , veloute, or hollandaise). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18, 27-29

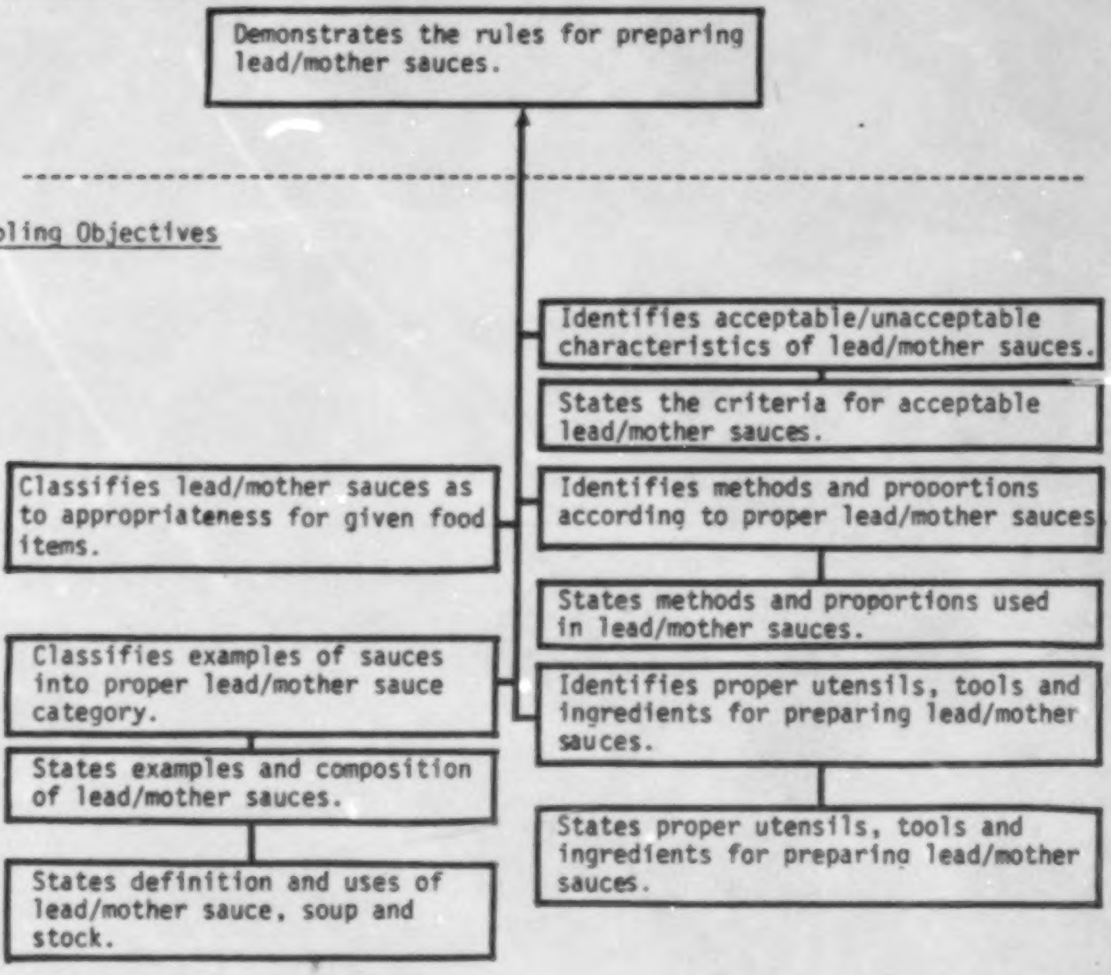
(30) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given a standardized recipe and necessary supplies, the student will prepare at least one lead/mother sauce (brown, white, tomato, veloute, or hollandaise). Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing lead/mother sauces.

Enabling Objectives

Identifies acceptable/unacceptable characteristics of lead/mother sauces.

States the criteria for acceptable lead/mother sauces.

Classifies lead/mother sauces as to appropriateness for given food items.

Identifies methods and proportions according to proper lead/mother sauces.

States methods and proportions used in lead/mother sauces.

Classifies examples of sauces into proper lead/mother sauce category.

Identifies proper utensils, tools and ingredients for preparing lead/mother sauces.

States examples and composition of lead/mother sauces.

States proper utensils, tools and ingredients for preparing lead/mother sauces.

States definition and uses of lead/mother sauce, soup and stock.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Read and study information sheet #3.
9. Complete activity #1.
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concepts, go over objectives and vocabulary words with group.
2. Instruct each student to complete pre-test. Collect and evaluate.
3. Instruct each student to read and study information sheet #1.
4. Instruct each student to complete worksheet #1. Collect and evaluate.
5. Instruct each student to read and study information sheet #2.
6. Instruct each student to complete worksheet #2. Collect and evaluate.
7. Instruct each student to read and study information sheet #3.
8. Direct each student to complete activity #1.
9. Instruct each student to complete post-test. Collect and evaluate.
10. Instruct each student, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. The Book Of Sauces, NRA.
b. Cooking For The Professional Chef, 1976 edition.
c. The Professional Chef, 1974 edition.
d. Food For Fifty, 1979 edition.
e. Food Preparation for Hotels, Restaurants, and Cafeterias, 1978 edition.
f. Food Preparation by Andrews, 1967 edition.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

Filmstrip - Food Preparation: Sauces and Gravies, Stock and Thickening Agents
(From Prentice-Hall Media, 150 White Plains Rd.,
Tarrytown, NY 10591)

III. Activities

1. Discuss the use of sauces to enhance flavor and appearance of food.
2. Demonstrate preparation of basic white sauces and illustrate how these bases may be varied by the addition of other ingredients such as eggs, dried beef and cheese.
3. Discuss correct starch principles of sauces.
4. Research recipes to find uses of various sauces.
5. Using actual restaurant menus, list offerings in which sauces are used.
6. Discuss how principles for preparing lead/mother sauces may be used to prepare small sauces, dessert sauces, and specialty sauces.

PRE-TEST

Prepare Sauces

I. Match the ingredients on the right with the correct lead/mother sauce on the left by placing the letter of the ingredient in the blank provided. One possible ingredient will not be used.

Lead/Mother Sauces

_____ 1. Bechamel
_____ 2. Veloute
_____ 3. Tomato
_____ 4. Espagnole
_____ 5. Hollandaise

Ingredients

a. Brown stock
b. Egg yolks
c. White stock
d. Cream
e. Cheese
f. Tomato juice

II. Read the statements below carefully. If the statement is true, circle "T"; if false, circle "F".

T F 1. Sauce involves equal amounts of fat and flour to form a thick paste.
T F 2. Stock is any fluid (liquid or semi-liquid) or dressing which is served with or over foods to enhance flavor.
T F 3. White meat stock with roux becomes veloute sauce.

III. For each of the questions below, select the correct answer and write the letter of that answer in the blanks provided.

_____ 1. Which thickening agent is used in Hollandaise sauce?
a. sugar
b. mayonnaise
c. cornstarch
d. egg
e. flour

_____ 2. What thickness of white sauce would be most appropriate for croquettes?
a. very thin
b. medium
c. thick
d. very thick

_____ 3. All of the following are purposes of using sauces except one. Place the letter of that answer in the blank provided.
a. provide menu balance
b. make food portion larger
c. give contrast
d. enhance the flavor of food

CONSUMABLE

PRE-TEST (Continued)

IV. Read and answer the following questions in the space provided.

1. What is the purpose of a wire or French whip in sauce cookery?

2. List five characteristics of a well-prepared sauce.

    1.

    2.

    3.

    4.

    5.

3. Briefly describe one method for preparing white sauce.

STUDENT GUIDE SHEET

*Directions: To Student Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Read and study information sheet #3.
7. Complete activity #1.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Bechamel - A rich cream sauce or white sauce.
2. Clarified butter - Clear butter made by melting butter and removing the solid particles.
3. Croquettes - A combination of food products bound together with white sauce, breaded, and usually deep-fried.
4. Espagnole - A sauce prepared from brown stock and roux.
5. French Whip - Commonly called a wire whip; used to blend semi-solid ingredients into liquid stock.
6. Hollandaise - A rich, warm, mayonnaise-like sauce made from egg yolk and butter, seasoned with lemon juice and salt.

VOCABULARY (Continued)

7. Roux - Equal amounts of fat and flour cooked together to form a thick smooth paste and used to thicken stock.

8. Sauce - Any fluid (liquid or semi-liquid) or dressing which is served with/on other foods to enhance flavor.

9. Stock - Liquid in which meat, poultry, fish or vegetables have been cooked; may be brown or white.

10. Veloute - Sauce derived from stock made from chicken, veal or fish with light roux added for thickening.

#1 INFORMATION SHEET

Sauces are thin or partially thickened liquids made from various ingredients which complement or enhance the foods with which they are served. The five basic types of sauces are: brown/espagnole, white/bechamel, tomato, veloute, and hollandaise. All sauces, except hollandaise, are made in the same way. They consist of one of the stocks and roux.

A sauce may enhance flavor, provide menu balance (with contrasts in color and texture), give moisture or serve as a garnish or binding agent for foods such as croquettes and casseroles. It should not prevail over the food with which it is served. It should be so prepared that it acts as part of the food it accompanies. A sauce must not mask or cover the flavor of a dish. Poorly prepared meat or poultry cannot be disguised by a sauce.

The preparation of sauces presents an opportunity to the cook or chef to display his creative or imaginative skills. There are, of course, certain standards that must be met when preparing a sauce; but the person who can meet these standards and still create a dish that is different yet tasty is the one who will be remembered when ever quality food is discussed.

Preparing Sauces:

Most sauces are made from stock, which is the backbone of many preparations in the commercial kitchen. The richer the stock is the better the sauce will be. For this reason most stocks used in sauces are reduced or boiled down to a concentrate. The preparation of stocks is explained in Module #28.

Specific ingredients and directions for each sauce are listed on the recipe; however, the following are general procedures for making sauces:

1. If stock is used be sure it is very clear. (see Module #28 for clarifying procedures.)
2. Melt fat. Use a double boiler or sauce pan with a thick bottom for even distribution of heat.
3. Stir in flour. This fat-flour mixture is called a roux. It is used to thicken sauces by combining it with either hot or cold liquid.
4. Remove the roux from the heat and pour it in to the stock liquid. If the stock is cold, pour it in all at once. If the stock is hot, it should be stirred in gradually to distribute the starch in the flour evenly and prevent lumps.

(30) T.9
S.4

INFORMATION SHEET #1 (Continued)

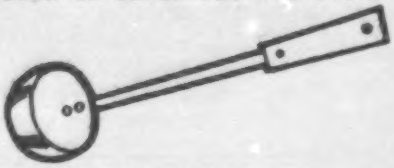
5. Stir constantly with a French whip to insure a lump-free product.

6. Season to taste.

7. Cook over low to medium heat until proper consistency is reached. If in doubt, it is better to serve a sauce that is too thin rather than one that is too thick. A good test is to dip a spoon into the sauce, lift the spoon out and hold it with the bowl side down. The excess sauce will drip off and, if the proper consistency, it will leave a thick smooth coating over the back of the spoon.

8. If the sauce is not to be used immediately, cover with a tight-fitting lid and keep over hot water until serving time. This prevents a scum from forming on the top. If this scum forms, remove it; it will give the appearance of lumps if it is stirred into the sauce.

Serve sauces by using a ladle of the desired size, usually two to four ounces. The amount of sauce used should be enough to cover but not overcome.



Secrets of Sauce Cookery

1. Use a heavy saucepan to prevent burning.
2. Use a wooden spoon for stirring.
3. Use a wire whip (French whip) to blend in/out any lumps that may appear.
4. Always use quality ingredients and seasonings.
5. Follow the recipe carefully. Sauces require constant attention, therefore, do not attempt another task during the preparation of a sauce.

All sauces can be blended with other sauces, cream, sour cream, wine, juices, reductions, purees, eggs, cheese, butter and condiments. Sauces should be blended in small quantities at the time of serving. Garnishes must be sauteed in butter or heated before they are added. Also, garnishes must be edible and eye appealing. Sauces are reduced (concentrated) by simmering, sometimes diluted with stock, or taken off the heat to prevent curdling.

Characteristics of a well-prepared sauce:

All sauces that are properly prepared should possess the following characteristics:

- has a slight sheen; free of streaks
- is flowing, smooth and lump-free
- no raw starch flavor
- rich, but delicate flavor
- appropriate color for type of sauce prepared
- served hot

WORKSHEET #1

Directions: Complete the following outline using the vocabulary list and information sheet #1.

I. Terms and definitions.

a. sauce -

b. roux -

c. stock -

II. Purposes of sauces

a. Enhance ________________

b. Provide menu balance with contrasts in
1.
2.

c. Give _______________

e. Serve as a ______________or _____________agent for
1.
2.

III. Names of lead/mother sauces.

1.

2.

3.

4.

5.

#2 INFORMATION SHEET

Preparing Roux

Roux is a French word for mixture of equal parts edible fat and flour. This mixture is fried for a short time on low heat. Since starch burns easily over heat, it is best to use a heavy sauce pan which distributes heat evenly. Constant watching and stirring over low heat is a necessity. When added to a liquid and brought to a boil, it thickens the liquid immediately. Roux cannot be eaten by itself. It must always be mixed into a liquid and be brought to a rolling boil to be sure that all starches have gelatinized (meaning that the starch granules have absorbed liquid to their fullest capacity). For this reason, roux is called a thickening agent.

Cornstarch is also used as a thickener, particularly in Chinese cooking. It gives a clear sauce that shows off the food to good advantage. Cornstarch has twice the thickening strength of flour.

Eggs are used as the thickening agent in hollandaise sauce.

Any fat can be used in making roux. Chicken fat to make chicken supreme sauce is acceptable, but neutral oils or butter are more commonly used. All-purpose or bread flour is also preferred. The finished roux can be kept warm close to the range, and used all day or kept under refrigeration for weeks without spoiling.

There are two main types of roux: pale or light roux for use in light or white sauces and brown roux for preparing brown sauces. The degree to which roux is cooked depends upon its intended use. White roux requires only enough cooking to remove the taste of raw starch. Brown roux requires more cooking to obtain the brown color which also adds some flavor.

The type of roux and intensity of the heat will further determine the cooking time. It may be cooked in a heavy pan on top of the range or in a slow (low heat) oven. Frequent stirring will prevent scorching and burning. Why use eye measurement for test of doneness? Because of the difference in liquids, sauce pans used, heat sources, ideas, habits, and desired textures. This is one of the instances where the cook becomes the artist. He/she is the professional who uses self-set standards, sophistication, and understanding to determine how the expected end product should be.

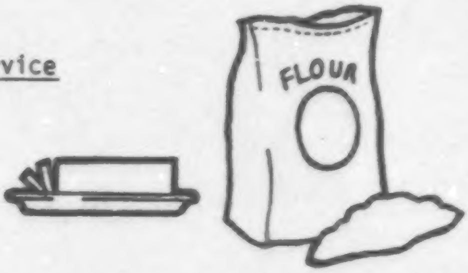
Prepared roux may be used in the following sauces:

1. White meat stock with roux becomes veloute.
2. Brown meat stock with roux is named espagnole sauce.
3. Tomato juice, or other tomato products, makes tomato sauce.
4. Hot milk with roux is called bechamel sauce.

The following chart summarizes how roux may be used and combined with other ingredients.

Lead/mother sauce	English Name	Color	Composition
Bechamel	Cream	White	Veal or chicken stock (optional) + Butter or margarine roux + Cream
Veloute	Veloute	Blonde	White stock + Butter or margarine roux
Tomato	Tomato	Red	Tomato product + Vegetables + Butter or margarine roux
Espagnole	Brown	Brown	Brown stock + Butter or margarine roux
Hollandaise	Hollandaise	Yellow	Margarine or butter + Lemon juice + Egg yolks

*From Food Service Production and Service



CONSUMABLE

WORKSHEET #2

Directions: Some of the following statements concerning preparation of roux are true; some are false. Write "True" before the correct statements; write "False" before the incorrect statements. Correct the "False" statement(s) to make them "True."

_____1. Starches burn easily over high heat.

_____2. Roux may be prepared at the same time as other foods since they require little attention.

_____ 3. Eggs may be used as a thickening agent in hollandaise sauce.

_____ 4. More cornstarch than flour is used for thickening purposes.

_____ 5. Brown roux requires more cooking than white roux.

_____ 6. Prepared roux has very few uses.

_____ 7. Veloute may be made from any stock.

_____ 8. A well-prepared sauce depends upon a well-prepared roux.

_____ 9. Appropriate color is one of the categories for judging stocks.

_____10. Butter or margarine is acceptable fat for roux.

#3 INFORMATION SHEET

Preparing Lead/Mother Sauces

BROWN SAUCES/ESPAGNOLE:

Brown sauce or espagnole is made from brown stock and browned roux and is used extensively in the preparation of all types of meat and poultry dishes. It is one of the most important lead sauces. It is used in the preparation of gravies, small sauces, and certain stews and soups. It is generally prepared in large quantities and kept on hand in the commercial kitchen. Brown sauce is used to supplement natural gravy drippings when preparing gravies and it is also used if additional gravy is needed when preparing beef stew.

WHITE SAUCE/BECHAMEL:

White or cream sauce is not used alone but in preparation of many dishes. This is why it is important that a cook know how to prepare white sauce correctly.

All white sauces use flour, fat, salt and milk. These are used in different amounts for different degrees of thickness, depending on how the sauce is to be used. Regardless of how thick the white sauce is, it should be smooth and thoroughly cooked so it has no taste of raw flour. The method of preparation is the same for all degrees of thickness.

There are two methods of preparing white sauce:

Method #1: Blend melted fat, flour, and seasonings over low heat until you get a smooth paste. Add the liquid in three parts and blend thoroughly with a wire whip. Keep the heat low and stir constantly until the sauce is thick and there is no taste of raw flour.

Method #2: Heat the liquid over low heat. Blend the fat, flour and seasonings in a bowl and then add the mixture to the heated milk. Blend thoroughly with a wire whip. Cook over low heat until thick and smooth.

NOTES! In method 1, the roux (fat and flour) is hot and the liquid is cold.
In method 2, the liquid is hot and the roux is cold.

(30) T.15
S.10

TOMATO SAUCES:

Tomato sauces are prepared from tomato products, white stock, and roux. They are served with meat loaf, spaghetti and other macaroni dishes, meat balls, fish, roast beef, veal, or pork. They are also used for producing other products with a tomato character. Spices, garlic, sugar, onions, bacon and ham can be added as desired.

Tomato sauces can be made in many varieties. The tomatoes give it a tomato flavor as well as a red color. The sauce will maintain the bright red color if not cooked too fast or too long. The tomato concentration of the sauce itself allows for many variations.

VELOUTE SAUCES:

Basic veloute sauce is one of five lead sauces used in the commercial kitchen. The kind of basic veloute sauce prepared will depend upon the kind of stock used. Veloute sauce may be either chicken, veal or fish, although chicken is the usual ingredient. Veloute is derived from stock with the addition of light roux and is associated with the product from which it is derived. An example would be chicken supreme.

HOLLANDAISE SAUCE:

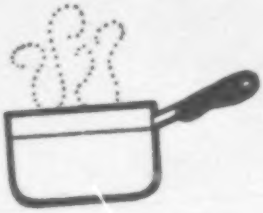
Hollandaise sauce is not a basic sauce as such; it is included here because many of the drawn butter sauces are prepared in the same manner. Hollandaise is a rich, warm, mayonnaise-like sauce made from egg and butter, seasoned with lemon juice and salt. It is served with fish, vegetables (especially asparagus and broccoli), or eggs. Some of its more spicy variations are served with meat. Hollandaise sauce is also use to improve various sauces made with roux.

Hollandaise must be handled with extreme caution. Because of its high butter and egg content, it must never be exposed to high heat which causes curdling. The temperature at which it must be held (not over 180°F) is a natural breeding ground for harmful bacteria which thrive and multiply best under these conditions. Egg sauces have a limited holding ability and should be made as close to serving time as possible and should not be held over from one meal to another. Maximum keeping time should not be over 1½ hours. Practice proper sanitation procedures and avoid danger of food poisoning. Egg sauces will curdle if kept too hot, and when cold, the butter will stiffen, making rewarming very difficult.

INFORMATION SHEET #3 (Continued)

If curdling does occur during cooking, add one teaspoon of heavy cream or one teaspoon of boiling water and beat well.

Stainless steel cookware must be used for preparation of hollandaise sauce. as aluminum discolors eggs. A stainless steel whisk or wire whip must also be used.



ACTIVITY #1

Directions: Prepare at least one sauce recipe (brown, white, tomato, veloute, or hollandaise) as directed in any standardized quantity foods recipe (see for example, Brown Sauce, White Sauce, Tomato Sauce or Hollandaise Sauce in Food For Fifty). Your instructor will evaluate your performance and final product(s).

POST-TEST

Prepare Sauces

I. Read the statements below carefully. If the statement is true, circle "T"; if false, circle "F".

T F 1. Hot milk with roux is called veloute sauce.

T F 2. Stock is a liquid in which meat, poultry, fish, or vegetables have been cooked.

T F 3. Roux is any fluid (liquid or semi-liquid) or dressing which is served with or over foods to enhance flavor.

II. For each of the following questions, select the correct answer and write the letter of that answer in the blanks provided.

_____ 1. All of the following are thickening agents used in sauces except one. Place the letter of that answer in the blank provided.
a. cornstarch   c. sugar
b. egg yolks   d. flour

_____ 2. Which thickness of white sauce would be most appropriate for creamed fish?
a. very thin   c. thick
b. medium   d. very thick

_____ 3. Only one of the following is a characteristic of a well-prepared sauce. Place the letter of that answer in the blank provided.
a. has a slight sheen
b. is served cold
c. has a raw starch flavor
d. has lumps
e. has a strong robust flavor.

III. Read and answer the questions below in the space provided.

1. List five purposes of using sauces.

a.

b.

c.

d.

e.

POST-TEST (Continued)

2. Because aluminum discolors eggs, what type of cookware is recommended for preparation of Hollandaise sauce?

3. List a specific lead/mother sauce that would best be prepared with each food item.

	Food	Sauce
a.	Chicken Supreme	
b.	Spaghetti	
c.	Broccoli	
d.	Beef Stew	
e.	Cream Soup	

4. Briefly explain how espagnole is prepared. Include in your answer specific ingredients, types of utensils used and the purpose of this sauce in the commercial kitchen.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Sauces

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Process	A	N	NA
-Followed safety procedures.			
-Followed personal safety habits.			
-Followed sanitation techniques.			
-Displayed personal hygiene.			
-Cleaned work area.			
II. Product			
-Has a slight sheen; free of streaks.			
-Consistency is flowing, smooth, and lump-free.			
-Taste is velvety; no raw starch flavor.			
-Flavor is rich, but delicate			
-Color is appropriate for type of sauce prepared.			
-Is served hot.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) d, (2) c, (3) f, (4) a, (5) e

II. (1) F, (2) F, (3) T

III. (1) d, (2) d, (3) b

IV. To blend in/out any lumps that may appear.

V. Has a slight sheen, smooth, no raw starch taste, rich flavor, served hot. (Other answers possible)

VI. See information sheet #3.

WORKSHEET #1

I. (a) Any liquid dressing which is served with/on other foods to enhance flavor.
(b) Equal amounts of fat and flour cooked together to form a thick, smooth paste; used to thicken stock.
(c) Liquid in which meat, poultry, fish or vegetables have been cooked.

II. (a) flavor, (b) color and texture, (c) moisture, (d) garnish or binding agent for croquettes or casseroles

III. Bechamel, veloute, tomato, espagnole, and hollandaise

WORKSHEET #2

(1) True, (2) False - Roux may not be prepared at the same time as other foods since they require little attention, (3) True, (4) False - Less cornstarch than flour is used for thickening purposes, (5) True, (6) False - Prepared roux has very many uses, (7) False - Veloute is prepared from white stock, (8) True, (9)True, (10) True

POST-TEST

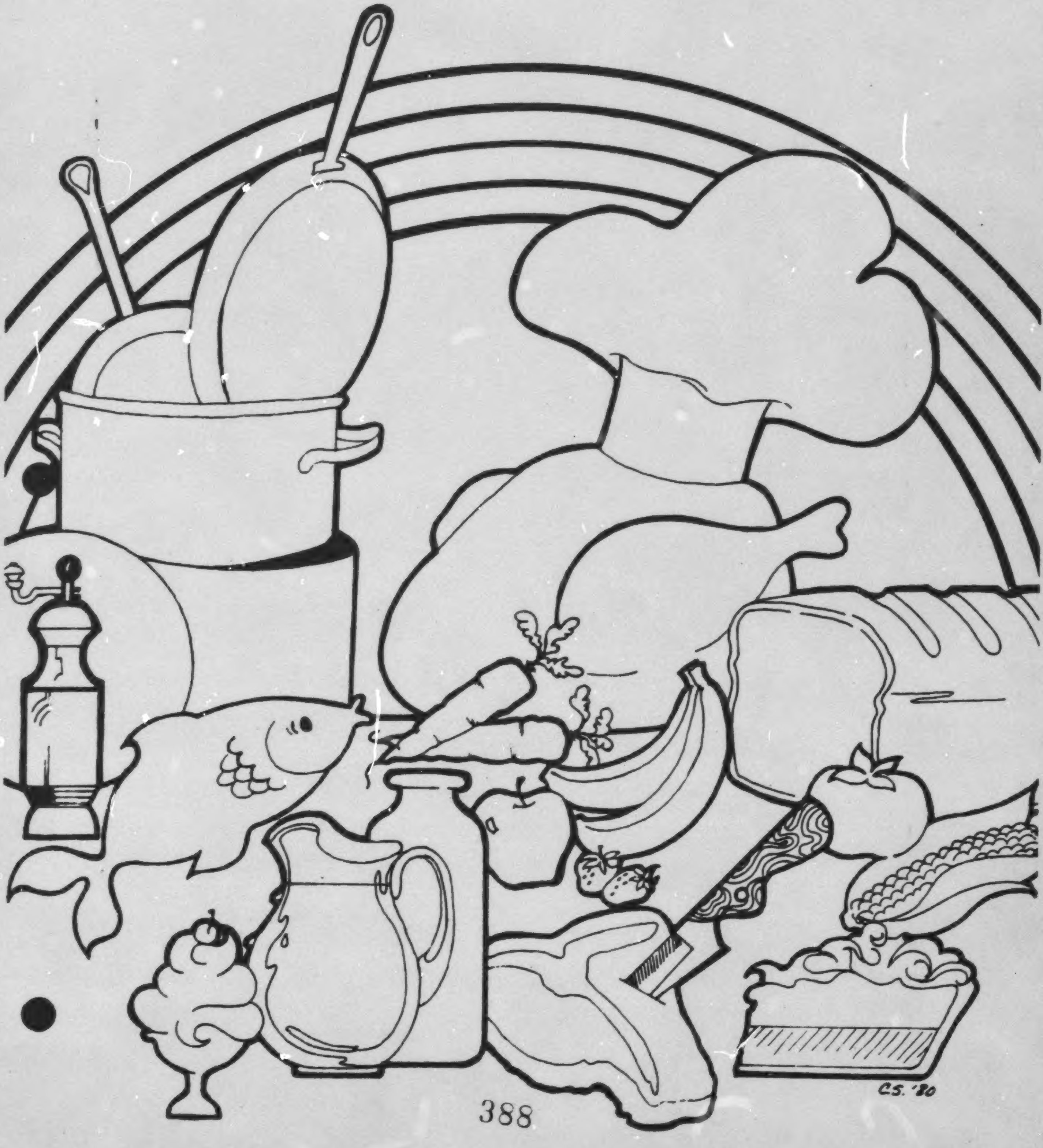
I. (1) F, (2) T, (3) F

II. (1) c, (2) b, (3) a

III. (1) Provide menu balance, give moisture, enhance flavor of food, give contrast, garnish food
(2) Stainles steel
(3) (a) veloute, (b) tomato, (c) Hollandaise, (d) espagnole, (e) bechamel
(4) See information sheet #3 , answers will vary.

Food Service Worker

MODULE 31: GARNISHES



GARNISHES

Competence Area: F. Food Preparation

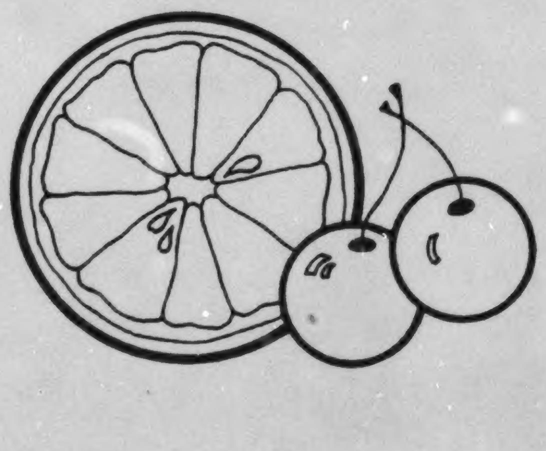
Competency Statement: 13.00 Prepare Garnishes

			Level
Tasks:	.01	Prepare vegetable garnishes	Basic
	.02	Prepare fruit garnishes	Basic
	.03	Prepare egg garnishes	Basic

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare vegetable, fruit and egg garnishes. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 12-15, 17-18



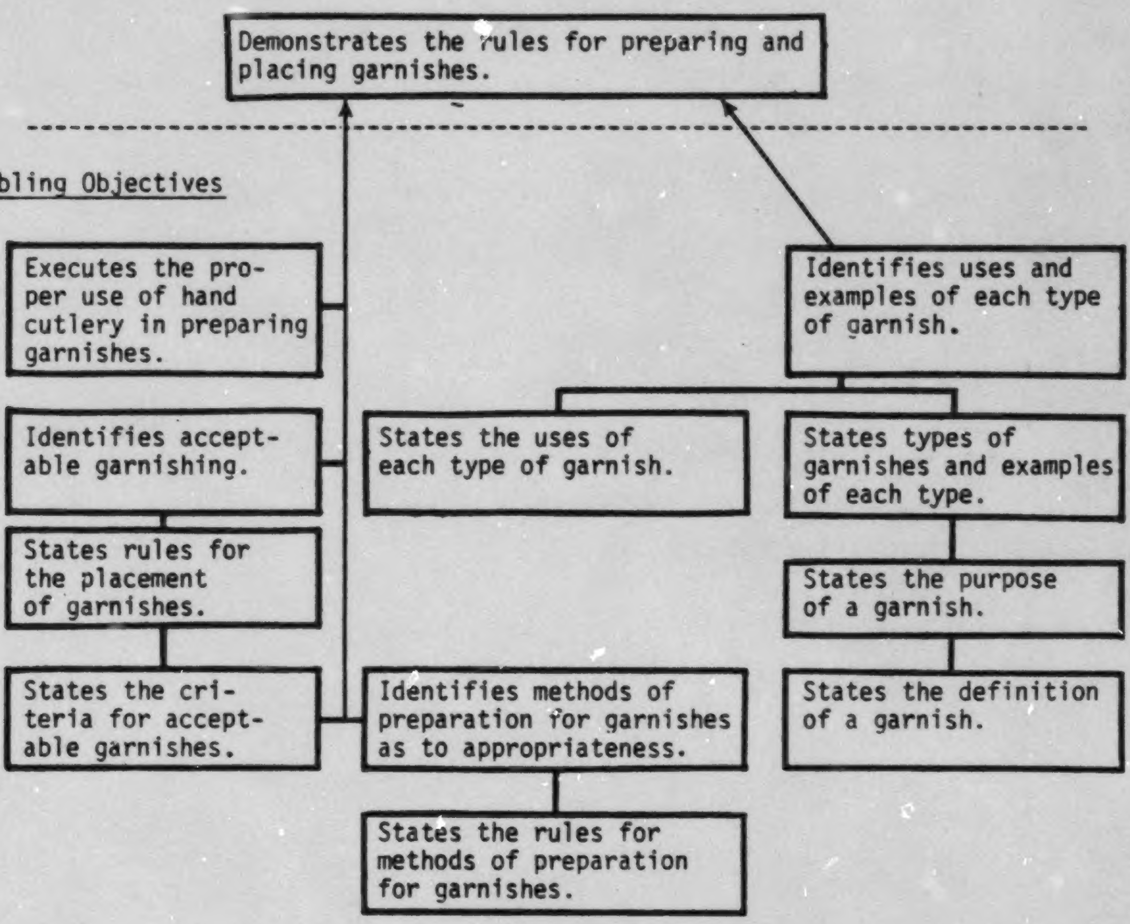
LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare vegetable, fruit and egg garnishes. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective

Enabling Objectives



Demonstrates the rules for preparing and placing garnishes.

Executes the proper use of hand cutlery in preparing garnishes.

Identifies acceptable garnishing.

States rules for the placement of garnishes.

States the criteria for acceptable garnishes.

Identifies methods of preparation for garnishes as to appropriateness.

States the rules for methods of preparation for garnishes.

Identifies uses and examples of each type of garnish.

States the uses of each type of garnish.

States types of garnishes and examples of each type.

States the purpose of a garnish.

States the definition of a garnish.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheets #2 and #3. Consumable.
8. Complete activities #1 - #3.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test to introduce concept to group.
2. Go over objectives with group.
3. Discuss vocabulary words and definition of a garnish.
4. Have students brainstorm examples of garnishes. Divide list into categories or types of garnishes.
5. Divide class into groups. Assign each group a type of garnish to gather information on. Use suggested readings when possible.
6. Have groups present information to class on use of each type of garnish.
7. Direct each student to complete worksheets #1 - #3. Collect and discuss.
8. Using activity sheets, have groups demonstrate preparing various garnishes.
9. Direct each student to complete post-test. Collect and evaluate.
10. Direct each student , when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Exploring Professional Cooking, 1980 edition.

- b. Food Service Careers, 1979 edition.
- c. Serving Food Attractively, (paperback).
- d. Adding Eye Appeal To Foods, (paperback).

II. Audio-Visual Aids

- a. Filmstrips - All About Garnishes
  (From Ekco Houseware Co., Franklin Park, IL 60131)
  - Kitchen Tools: Tools To Make Food Attractive
  (From Career Aids, Inc., 8950 Lurline Ave., Dept. V14, Chatsworth, CA 91311)
- b. Transparencies - Sandwich Garnishes
  (From Nasco Home Economics Catalog)

III. Activities

1. Demonstrate or have someone demonstrate various simple and elaborate garnishes to students.
2. Develop a bulletin board: "Glorious Garnishes."
3. Make posters showing various ways to garnish foods.
4. Use food models to let students show how to garnish foods.
5. Compare attractiveness of foods with and without garnishes.

CONSUMABLE

PRE-TEST

Prepare Garnishes

I. Match the garnish types in Column II with the foods in Column I. Write your answers in the blanks provided.
NOTE! All terms in Column II are used more than once and some blanks in Column I may have more than one answer.

Column I	Column II
______ 1. Appetizers	A. Egg Garnishes
______ 2. Soups	B. Fruit Garnishes
______ 3. Salads	C. Vegetable Garnishes
______ 4. Sandwiches	
______ 5. Casseroles	
______ 6. Entrees	
______ 7. Desserts	
______ 8. Beverages	

II. the following statements. If the statement is true, write "T" in the blank provided. If the statement is false, place an "F" in the blank. For each false statement rewrite it to make the statement true.

_____ 1. Most garnishes are made from breads and cheeses.

_____ 2. Carrot curls are the pieces of peeling removed from a carrot before cooking.

_____ 3. A garnish is used only for the main part of a meal.

_____ 4. An odd number of garnish pieces should be used.

_____ 5. The color of a garnish should be the same as the color of the main dish.

_____ 6. Parsley should be stored in a jar of water at room temperature.

_____ 7. Most beverage garnishes are made from fruits.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheets #2 and #3.
6. Complete activities #1 - #3.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Appetizer - A food served before a meal to increase the appetite.

2. Croutons - Small cubes of dried bread.

3. Entree - The main food of a meal.

4. Garnish - A piece of food used to make another food look better, more attractive.

5. Marinated - Soaked in a vinegar solution.

6. Sprig - A small piece; looks like a small twig.

#1 INFORMATION SHEET

A GARNISH is a small piece of food used to make another food look better. It is most often meant to be eaten. When used correctly, a garnish should serve the following purposes:

- -It should improve the appearance of the main food.
- -It should add color that goes with the main food.
- -It should add a different texture to the main food.
- -It should add a different shape to the main food.
- -Its flavor should go with or complement the main food.

Types of Garnishes

There are three common types or categories of foods that are most often used as garnishes. These include vegetables, fruits and eggs. A fourth category might include all other food items not found in the three main groups. The following charts provide examples of each type:

VEGETABLE GARNISHES

Vegetable	Form for Garnish
Beets	Sliced, julienne or shredded
Carrots	Curls, sticks or chopped
Celery	Curls, hearts, sticks or stuffed
Chives	Chopped
Cucumber	Plain or twisted slices, strips or balls
Mushrooms	Whole or caps
Olives	Sliced or whole
Onions	Sliced, rings or chopped
Parsley	Sprig or chopped
Peppers	Rings, strips, wedges or stuffed

INFORMATION SHEET #1 (Continued)

Vegetable	Form for Garnish
Pickles	Fans, sliced or whole
Pimento	Strips or chopped
Radishes	Plain, roses, accordion or sliced
Tomatoes	Whole small, wedges or sliced

	FRUIT GARNISHES
Fruit	Form for Garnish
Apples	Sliced in wedges with peel on
Bananas	Chunks or sliced
Cherries	As is
Coconut	Plain, colored or with another fruit
Dates	Peeled or stuffed whole, chopped
Cranberries	Made into a sauce or relish
Grapefruit	Sections
Grapes	Fresh or sugared
Lemons	Sliced, wedges or twists
Limes	Sliced, wedges or twists
Melons	Sliced, wedges, twists or balls
Oranges	Sliced, wedges, twists or sections
Pears	Wedges, halves or spiced
Pineapples	Wedges, rings or fingers
Strawberries	Whole or sliced

EGG GARNISHES

Egg	Form for Garnish
Hard-cooked	Quartered, sliced, stuffed, sieved

OTHER FOODS

Food	Form for Garnish
Cheese	Strips, balls, julienne, shredded or cubed
Croutons	As is
Jellies	As is
Nuts	Chopped or whole
Paprika	As is
Sweet chocolate	Curls
Whipped Cream	As is

Uses of Garnishes

Each food item on a menu may be decorated with a garnish. However, NO garnish can be correctly used with all foods. Many foods have very specific garnishes such as, the use of lemon wedges with fish.

The table below lists some specific garnishes used for different food categories:

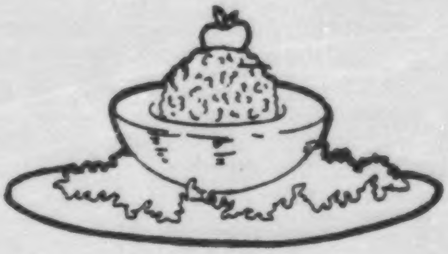
GARNISH USES

Appetizers:	Cream cheese, cucumber, green pepper, hard-cooked egg, olives, pickles, pimento
Beverages:	Berries, lemons, limes, oranges

GARNISH	USES (Continued)
Casseroles:	Cheese, green pepper, olives, tomatoes
Desserts:	Candies, coconut, fruits, nuts, whipped cream
Entrees:	Broccoli, cauliflower, lemon, parsley, tomatoes
Salads:	Fruit - cherries, strawberries, grapes Meat - carrots, cucumbers, egg, green pepper, olives, parsley, pimiento, radishes, tomatoes Vegetables - asparagus, chives, egg, green pepper, parsley- pimiento
Sandwiches:	Carrots, celery, cheese, cucumber, egg, green onion, green pepper, olives, parsley, pimiento, radishes, pickles, tomatoes
Soups:	Bacon, cheese, croutons, egg, green pepper, olives, paprika, parsley, pimiento, sour cream

From this table, we can draw the following conclusions:

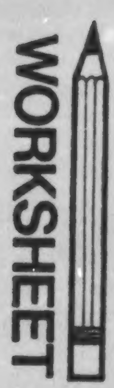
- -Vegetable garnishes are used with appetizers, casseroles, entrees, meat and vegetable salads, sandwiches and soups.
- -Fruit garnishes are used with beverages, entrees, desserts, and fruit salads.
- -Egg garnishes are used with appetizers, meat and vegetable salads, sandwiches and soups.



WORKSHEET #1

Directions: Using the previous information , under each category of food, describe possible garnishes.

1. Appetizers
2. Soups
3. Salads
4. Sandwiches
5. Casseroles
6. Entrees
7. Desserts
8. Beverages

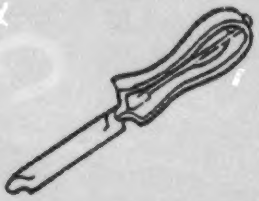


#2 **INFORMATION SHEET**

Equipment for Preparing Garnishes

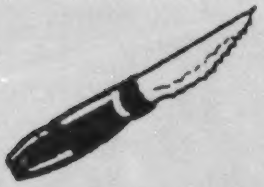
To prepare attractive garnishes, one must be able to use six basic hand tools correctly. These include:

1. Vegetable peeler



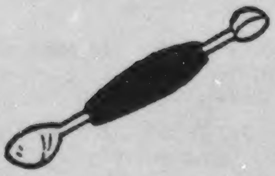
A vegetable peeler is used to remove thin layers from a food item.

2. Corer



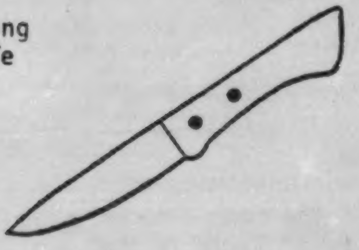
A corer is used to remove or hollow out the inside of a food item.

3. Melon baller



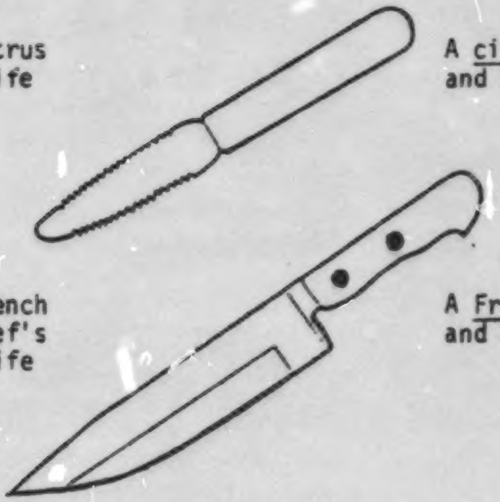
A melon baller is used to shape pieces of food into balls.

4. Paring Knife



A paring knife is used to trim and make small cuts on food items.

5. Citrus knife — A citrus knife is used to pare and section fruits.



6. French chef's knife — A French chef's knife is used to slice and cut raw fruits and vegetables.

NOTE! If you are unsure as to use of any of the above, please review Module #17 - Utensils and Tools and Module #18 - Hand Cutlery.

Methods of Preparing Garnishes

To prepare attractive garnishes, one must start with food items of high quality, they should be fully ripe and free from decay. Preparation steps should be followed carefully to prevent mashing, bruising and any unnecessary cuts. Care should also be taken to waste as little of the food as possible.

Some garnish items require no preparation. Other require only washing and a small amount of trimming or cutting to get the desired shape. A few garnishes have more detailed directions which require a longer preparation itme. The preparation of these items takes a lot of time because the work must be done by hand. To help save time, some garnishes may be purchased already made.

Because of the time factor, almost all garnishes are prepared ahead of time and stored in the refrigerator. The garnish is then taken from the refrigerator and placed on a food item just before it is served or placed on a serving line.

Placement of Garnishes

Most often, garnishes are placed on top of the food item being decorated. When only one piece of garnish is used, it is placed in the center of the food. When more than one piece is used, pieces are placed evenly over the food. It is more attractive to use an odd number of pieces of garnish, than an even number. Appetizers, casseroles, desserts, salads, soups and some sandwiches are garnished in that way.

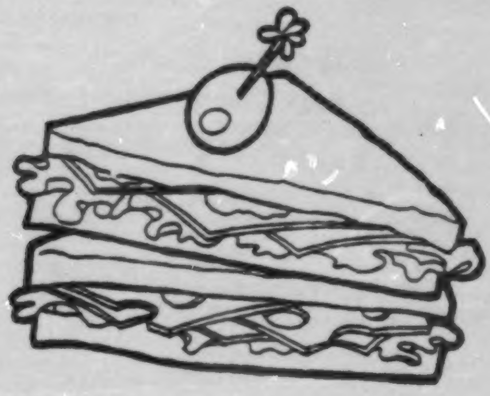
When food is served on a plate, the garnish may be placed on the plate, beside the food. This is usually true for entree garnishes and some sandwich garnishes.

Beverage garnishes may be floating in the beverage, placed on a straw in the beverage or placed on the side of the glass.

Garnishes should be the same temperature as the food they are decorating. When they are not, care must be taken to protect the garnish or food from changing temperature. This is specifically true when serving a jelly with a hot entree. The jelly may be protected by placing it on a fruit slice before placing it on the plate. Example: mint jelly on an orange slice.

A properly prepared and placed garnish will have these qualities:

- -Garnish is simple and attractive
- -Garnish is neatly prepared
- -Garnish can be eaten
- -Garnish flavor, texture and color compliments main food
- -Garnish shape and size compliments main food
- -Garnish is same temperature as main food
- -Any toothpicks can be plainly seen

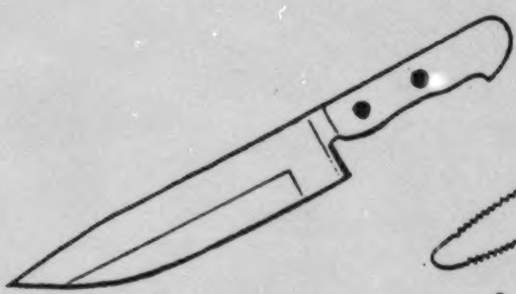


(31) T.14
S.10

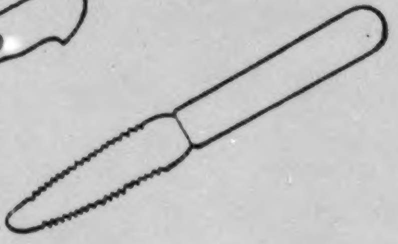
CONSUMABLE

WORKSHEET #2

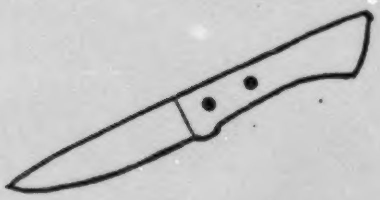
Directions: Identify the following pictures of hand utensils and cutlery commonly used to prepare garnishes. Write the name of each in the blank below each picture and name two types of garnishes for which it could be used.



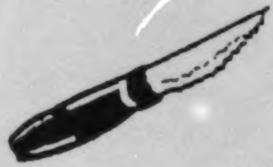
1. ______________
Used to make:



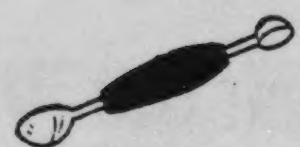
2. ______________
Used to make:



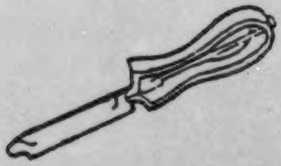
3. ______________
Used to make:



4. ______________
Used to make:



5. ______________
Used to make:



6. ______________
Used to make:

(31) T.15
S.11

WORKSHEET #3

Directions: For each food listed below, write two appropriate garnishes in the space provided. Be sure to specify the form of food to be used (sliced, wedges, chopped, etc.)

1. Cream of Chicken Soup
   a.
   b.

2. Grilled Cheese Sandwich
   a.
   b.

3. Hamburger
   a.
   b.

4. Chef's Salad
   a.
   b.

5. Strawberry gelatin salad
   a.
   b.

6. Baked pork chop
   a.
   b.

7. Roast beef
   a.
   b.

8. Chocolate pudding
   a.
   b.

9. Lemon Pound Cake
   a.
   b.

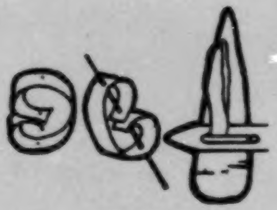
10. Iced tea
    a.
    b.

WORKSHEET

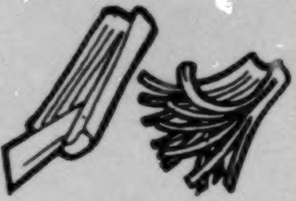
ACTIVITY #1

Directions: Read through the following directions for preparing vegetable garnishes. Ask your instructor for equipment and necessary supplies to practice and demonstrate preparation of at least three of them.

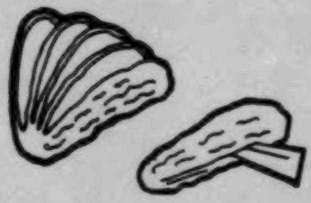
1. Making Carrot Curls
   - Using a vegetable peeler, remove very thin slices lengthwise from the carrot.
   - Wrap each slice around your finger.
   - Carefully remove the finger and fasten with a toothpick.
   - Place in cold water until crisp.
   - Remove toothpick before serving.



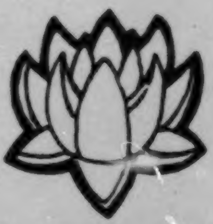
2. Making Celery Curls or Fans
   - After washing, cut celery stalk into 2½-inch pieces.
   - Using a paring knife, make small cuts close together in each end of the celery pieces (½-inch deep).
   - Place celery pieces in cold water so ends will curl.



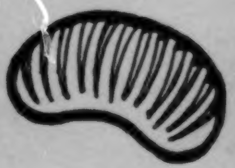
3. Making Pickle Fans
   - Use small dill or sweet pickles.
   - With a paring knife, make a few short cuts lengthwise, almost to the end of the pickle.
   - Spread pieces to look like a fan.



4. Making Radish Roses
   - After washing radishes, remove root and trim stem to about 1-inch.
   - Using a paring knife, make small cuts in the sides of the radish.
   - Do not cut completely through skin.
   - Place in cold water to make petals open and keep radish crisp.



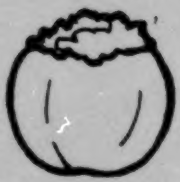
5. Making Radish Accordions
   - After washing radishes, remove root and stem.
   - Using a paring knife, make thin slices in the radish.



(31) T.17
S.13

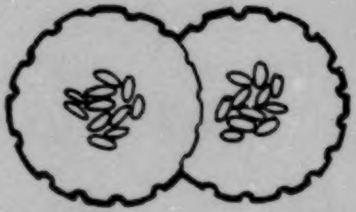
ACTIVITY #1 (Continued)

-Cut from the stem to the root, being careful not to cut completely through the radish.
-Place in cold water so radish will open up and remain crisp.

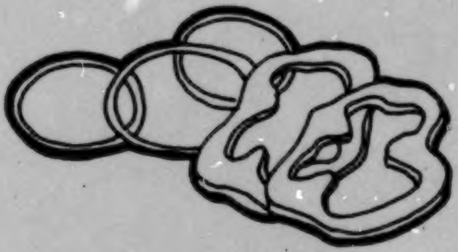


6. Making Tomato Cups
   -After washing the tomato, use a slicer and remove top of tomato.
   -Using a corer, hollow out a small portion of the inside.
   -May be filled with mashed potatoes or bread crumbs and warmed in the oven before serving.

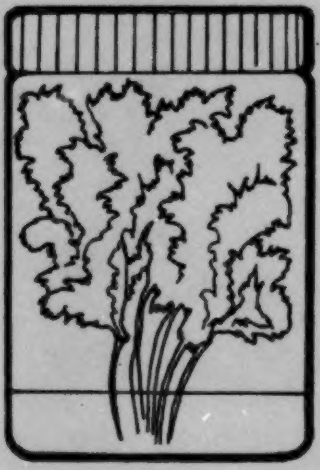
7. Making Cucumber Slices
   -Using dinner fork, mark the sides of a washed cucumber. Run the prongs along the sides, pressing hard enough to break the skin.
   -Using a French Chef's knife, slice the cucumber into even slices.



8. Making Green Pepper Rings
   -After washing, lay pepper on its side on a cutting board.
   -Using a French Chef's knife, slice completely through pepper.
   -Make slices about ¼-inch thick.
   -Using a paring knife, remove seeds and stem from rings.
   NOTE! Onion slices and rings may be prepared in much the same way. Be sure to remove outer skin before slicing. Separate slices to make onion rings.



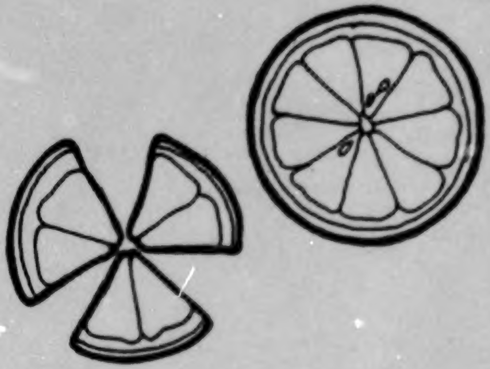
9. Preparing Parsley
   -Wash and remove any bad pieces.
   -To use immediately, break into 2 to 3-inch pieces.
   -To store, place in glass jar with stems down in 1-inch of cold water.
   -Cover and refrigerate.
   -Change water every other day for long periods of storage.
   -To store overnight, wrap in clean wet cloth and refrigerate.



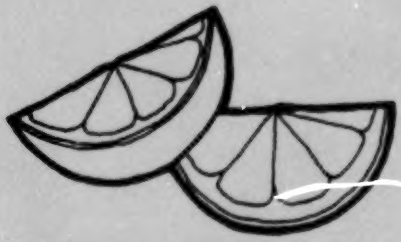
ACTIVITY #2

Directions: Read through the following directions for preparing fruit garnishes. Ask your instructor for equipment and necessary supplies to practice and demonstrate preparation of at least one of them.

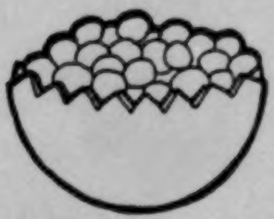
1. Making Lemon, Lime and Orange Slices
   - -After washing fruit, lay fruit on a cutting board.
   - -Using a French Chef;s knife, cut ¼-inch slices from the fruit.
   - -Use tip of knife to remove any seeds.



2. Making Lemon, Lime and Orange Wedges
   - -After washing, place fruit on a cutting board.
   - -Using a citrus knife, cut fruit in half.
   - -Cut each half into 2 pieces, again cutting lengthwise.
   - -Cut each piece in half lengthwise, so there will be 8 pieces.
   - -Use tip of knife to remove any seeds.



3. Making Citrus Cups
   - -After washing, use a corer to remove inside fruit of the orange.
   - -Fill with any of the following. gelatin, cole slaw, mixed fruit, salad, cranberry sauce or crushed pineapple.
   - -Cut edge may be finished with a saw-tooth effect, using a paring knife.



ACTIVITY #3

Directions: Read through the following directions for preparing egg garnishes. Ask your instructor for equipment and necessary supplies to practice and demonstrate preparation of at least one of them.

Hard-cook the eggs to be used by:
- placing eggs at room temperature in pan of cold water.
- cover pan and bring water to a boil.
- remove from heat when water begins to boil.
- time eggs for 15 minutes in pan of hot water.
- rinse eggs with cold water and remove shells.

1. For egg wedges:
   - Use a French Chef's knife to cut the hard-cooked egg in half; then cut each half into two pieces.
2. For egg slices:
   - Use an egg slicer to make even, uniform slices.
3. For ground egg:
   - Rub hard-cooked eggs through a sieve to achieve very fine pieces.

POST-TEST

Prepare Garnishes

I. Read the following statements. If the statement is true, write "T" in the blank provided. If the statement is false, write an "F" in the blank.

_____ 1. A garnish is used only for the main part of a meal.

_____ 2. Most garnishes are made from breads and cheeses.

_____ 3. Maraschino cherries, croutons and pimiento require washing before being used as a garnish.

_____ 4. All egg garnishes are made from hard-cooked eggs.

_____ 5. Egg garnishes are used on desserts.

_____ 6. Most beverage garnishes are made from fruits.

_____ 7. A paring knife is used to make carrot and chocolate curls.

_____ 8. A melon baller may be used to make cheese balls.

_____ 9. Garnishes should not be stored in the refrigerator.

_____10. Garnishes take a long time to prepare because each one is made just before it is placed on a food.

_____11. Carrot curls are the pieces of peeling removed from a carrot before cooking.

_____12. Heat makes the "petals" of a radish rose open up.

_____13. Parsley should be stored in a jar of water at room temperature.

_____14. Stems should be removed from cherries and strawberries before using them as garnishes.

_____15. Ground egg is made by mashing hard-cooked eggs with a fork.

_____16. Garnishes may be placed on a food or on the plate beside the food.

_____17. An odd number of garnish pieces should be used.

_____18. A garnish for a beverage can be placed on the side of the glass.

_____19. Toothpicks in a garnish should not be easily seen.

_____20. The color of a garnish should be the same as the color of the main food.

POST-TEST (Continued)

II. For each food listed in Column I, choose a food for garnishing it from Column II and a form of that food from Column III. Write your answers in the blanks provided. You should have a number and a letter for each food, olumns II and III may be used more than once.

Column I

_____ A. Corned Beef Sandwich
_____ B. Tomato Soup
_____ C. Cottage Cheese-Pear Salad
_____ D. Fried Shrimp
_____ E. Turkey/dressing
_____ F. Hamburger
_____ G. Steak
_____ H. Iced Tea
_____ I. Chili
_____ J. Ham

Column II

1. Oranges
2. Lemon
3. Cherry
4. Cheese
5. Pickle
6. Jelly
7. Tomato
8. Radishes

Column III

a. shredded
b. whole
c. chopped
d. sliced
e. as is

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Garnishes

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable or further work may need to be planned.

	Vegetable			Fruit			Egg		
I. Performance	A	N	NA	A	N	NA	A	N	NA
-Followed safety procedures.									
-Followed personal safety habits.									
-Followed sanitation techniques.									
-Displayed personal hygiene.									
-Cleaned work area.									
II. Product									
-Garnish is simple and attractive									
-Garnish is neatly prepared.									
-Garnish can be eaten.									
-Garnish flavor, texture and color compliments main food.									
-Garnish shape and size compliments main food.									
-Garnish is same temperature as main food.									
-Toothpicks are clearly visable.									

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) A, C; (2) A, C; (3) A, B, C; (4) A, C; (5) C, (6) C, (7) B, (8) B

II. (1) F - Most garnishes are made from eggs, fruit or vegetables.
(2) F - Carrot curls are very thin strips of carrot, wrapped around the finger, fastened with a toothpick and placed in cold water until crisp.
(3) F - A garnish is used along with another food in a meal, to make it more attractive.
(4) T
(5) F - The color of a garnish should be a different color from that of the main dish.
(6) F - Parsley should be stored in a jar of 1" cold water, in the refrigerator
(7) T

WORKSHEET #1

Answers will vary, see information sheet #1.

WORKSHEET #2

(1) French Chef's Knife - Used to make fruit and vegetable garnishes
(2) Citrus Knife - Used to make fruit slices and wedges.
(3) Paring Knife - Used to make celery curls and radish roses.
(4) Corer - Used to make citrus cups and apple baskets.
(5) Melon Baller - Used to make melon balls and cheese balls.
(6) Vegetable peeler - Used to make carrot curls and other thin sliced garnishes.

(Other examples possible)

WORKSHEET #3

(1) crumbled bacon, croutons, (2) pickle fan, radish rose, (3) pickle fan, onion rings, (4) egg slices, carrot curl, (5) whole strawberry with stem, whipped cream, (6) parsley, carrot curl, (7) broccoli flowerets, carrot curl, (8) whipped cream, maraschino cherry, (9) lime slice, chopped nuts, (10) lemon wedge or slice, lime wedge or slice

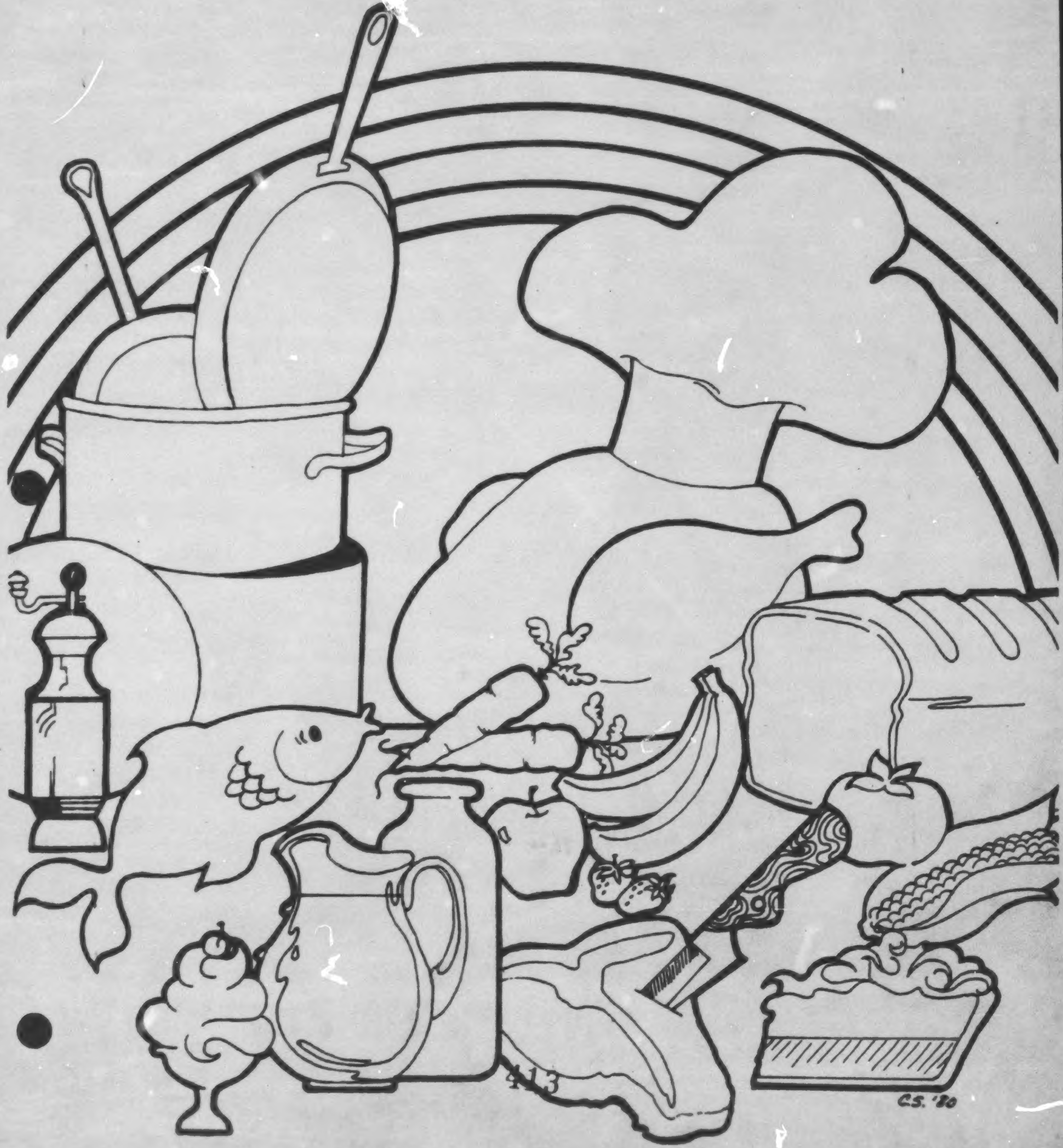
POST-TEST

I. (1) F, (2) F, (3) F, (4) T, (5) F, (6) T, (7) F, (8) T, (9) F, (10) F, (11) F, (12) F, (13) F, (14) F, (15) F, (16) T, (17) T, (18) T, (19) F, (20) F

II. Answers may vary, check individually.

Food Service Worker

MODULE 32: APPETIZERS



APPETIZERS

Competence Area: F. Food Preparation

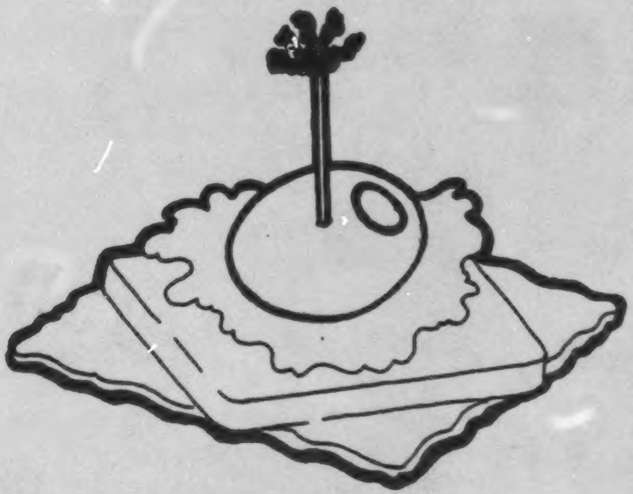
Competency Statement: 14.00 Prepare Appetizers

			Level
Tasks:	.01	Prepare cocktail appetizers	Advanced
	.02	Prepare hors d'oeuvres	Advanced
	.03	Prepare canapes	Advanced
	.04	Prepare relish trays	Advanced
	.05	Prepare dips and spreads	Advanced

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two appetizers. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18



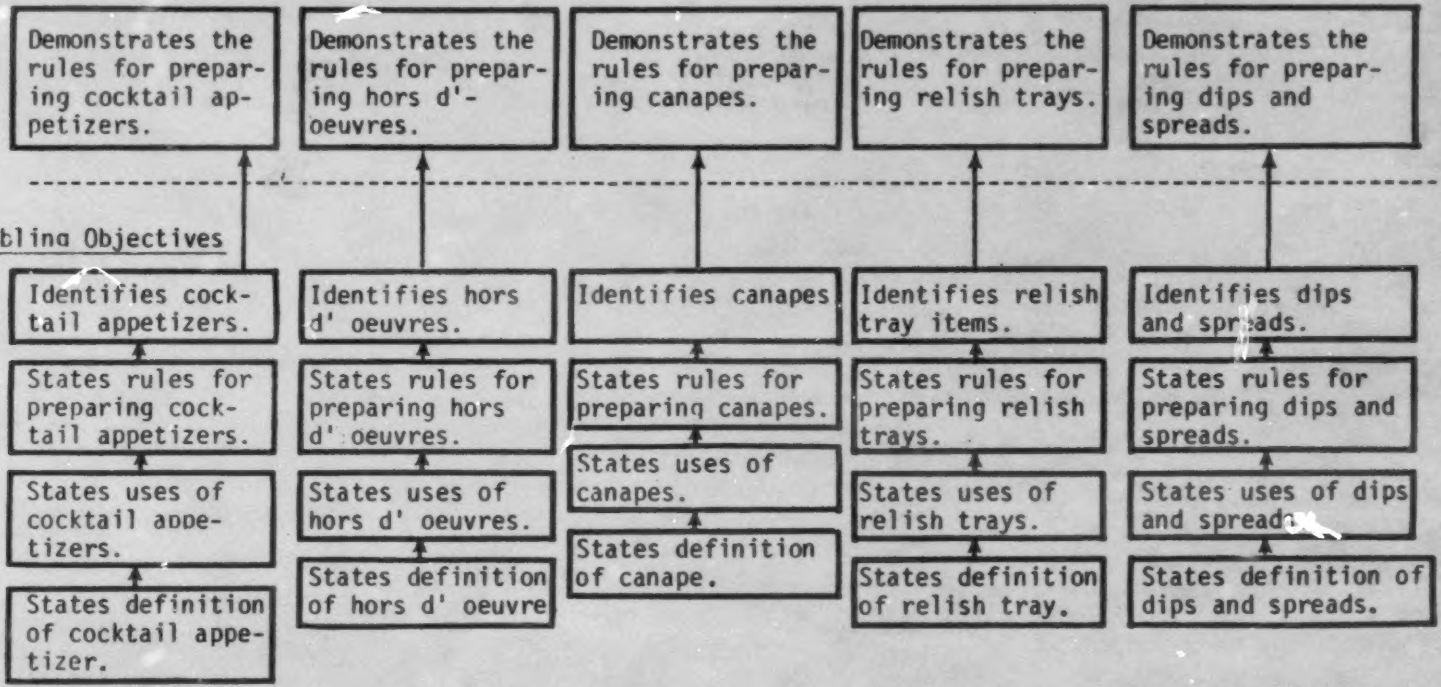
(32) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two appetizers. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objectives



Demonstrates the rules for preparing cocktail appetizers.	Demonstrates the rules for preparing hors d'oeuvres.	Demonstrates the rules for preparing canapes.	Demonstrates the rules for preparing relish trays.	Demonstrates the rules for preparing dips and spreads.

Enabling Objectives

Identifies cocktail appetizers.	Identifies hors d' oeuvres.	Identifies canapes	Identifies relish tray items.	Identifies dips and spreads.
States rules for preparing cocktail appetizers.	States rules for preparing hors d' oeuvres.	States rules for preparing canapes.	States rules for preparing relish trays.	States rules for preparing dips and spreads.
States uses of cocktail appetizers.	States uses of hors d' oeuvres.	States uses of canapes.	States uses of relish trays.	States uses of dips and spreads.
States definition of cocktail appetizer.	States definition of hors d' oeuvre	States definition of canape.	States definition of relish tray.	States definition of dips and spreads.

(32) T.2

OBJECTIVES

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete post-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test to introduce the concept.
2. Go over objectives and vocabulary words with group.
3. Divide class into 5 groups. Assign each group a type of appetizer. After researching, have students present information to class.
4. Direct each student to complete worksheet #1. Collect and evaluate.
5. Use activities #1 and #2 as planning sheets for laboratory experiences. Have each group demonstrate appropriate preparation techniques.
6. Direct each student to complete post-test. Collect and evaluate.
7. Direct each student, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Elements of Food Production and Baking, 1978 edition.
   b. Food Service Careers, 1979 edition.

II. Audio-Visual Aids

   a. Film Loops - Celery Preparation
   - Stuffing Celery
   (From Eye Gate, Jamaica, NY 11435)

b. Filmstrips - Kitchen Tools: Tools to Make Food Attractive
(From Career Aids, Inc., 8950 Lurline Ave.,
Dept. V14, Chatsworth, CA 91311)

- Sandwiches: Canapes and Hors D' Oeuvres
(From Prentice-Hall Media, 150 White Plains
Rd., Tarrytown, NY 10591

III. Activities

1. Offer catering services to various school groups. Offer to provide appetizers for such functions as PTA meetings, faculty meetings, advisory council meetings, school dances, etc., on cost-plus basis.
2. Develop a bulletin board using the theme "Zesty Appetizers."
3. Demonstrate the methods of garnishing appetizers.
4. Prepare a list of various occasions for serving appetizers (Christmas party, wedding reception , outdoor picnic, etc.)
5. Using various cookbooks, compile a list of suggested appetizer combinations for each occasion listed in (4) above.

CONSUMABLE

PRE-TEST

Prepare Appetizers

Directions: Read through each question below carefully. Choose the answer that best completes the statement. Write the letter in the blank provided.

____ 1. Appetizers made up of fillings spread on crackers or pieces of bread are known as:
- a. relish tray items
- b. hors d' oeuvres
- c. canapes
- d. dips and spreads

____ 2. Finger foods are:
- a. long, thin pieces of food
- b. foods eaten with the fingers
- c. foods pushed onto the fork with the fingers
- d. foods that look like fingers

____ 3. Appetizers should __________ the appetite:
- a. depress
- b. suppress
- c. wake-up
- d. kill

____ 4. A doily is:
- a. a tray liner
- b. something little girls play with
- c. a cart used for carrying items
- d. a special cutter for bread

____ 5. Bite-sized pieces of food usually served on toothpicks are called:
- a. hors d' oeuvres
- b. cocktails
- c. canapes
- d. spreads

____ 6. Plain or fancy-cut pieces of raw fruit and/or vegetables are called:
- a. canapes
- b. relish tray items
- c. dippers
- d. cocktails

____ 7. Dips may be served with:
- a. relish trays
- b. canapes
- c. hors d' oeuvres
- d. both a & b
- e. both a & c

____ 8. To soften dips:
- a. refrigerate thoroughly
- b. stir vigorously
- c. allow to stand at room temperature
- d. pack in ice

____ 9. Which of the following should be chilled before serving?
- a. cocktails
- b. canapes
- c. relish trays
- d. all of these

PRE-TEST (Continued)

_____10. Cocktails may be combinations of:
a. fruits c. vegetable juices
b. seafoods d. all of these

_____11. Relish tray items should be prepared from foods that are:
a. thoroughly chilled c. overripe
b. at room temperature d. thoroughly cooked

_____12. Messy relish tray items should be served with:
a. toothpicks c. napkins
b. spoons d. forks

_____13. Appetizers should:
a. contain foods served in the main meal
b. contain foods different from those served in the main meal
c. either one,it does not matter

_____14. The crust should be removed from bread used in preparing:
a. hors d' oeuvres c. canapes
b. cocktails d. spreads

_____15. Which of the following is not served to guests on platters or serving trays?
a. relish items c. canapes
b. cocktails d. hors d' oeuvres

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to Complete Module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Complete activities #1 and #2.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Canape - (can-a-pay) A type of appetizer.
2. Doily - A paper liner for a tray.
3. Finger Foods - Foods meant to be eaten with the fingers.
4. Hors d' oeuvres - (or-dervs) - A type of appetizer.
5. Membrane - A very thin piece of skin found inside some fruits.
6. Open-Face Sandwich - A sandwich that does not have a piece of bread covering the top of the filling.
7. Puff Paste - Very flaky, rich pastry.

#1 INFORMATION SHEET

Appetizers are small amounts of food served before a meal. Their purpose is to wake-up or stimulate the appetite. Appetizers may be served as the first course of a meal, either before or after the guests are seated in the dining area. They may also be served during formal or informal entertaining when no meal is served. Relish trays and dips or spreads are popular items for informal settings. Cocktails, hors d' oeurves, and canapes are generally more suitable for formal entertaining.

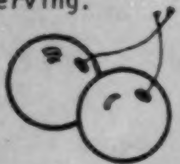
COCKTAIL APPETIZERS are fruits, seafood or juice mixtures that are served before a meal to stimulate the appetite.

1. Fruit Cocktails

   - contain small pieces of one fruit or a mixture of fruits.
   - should have all seeds, skins and membranes removed.
   - may have sugar added.
   - chilled thoroughly before serving.
   - served in stemmed or footed cocktail glass, sherbet dish, or glass bowl.
   - served as the first course of a meal at table.
   - may be served plain, with fruit juice, or with a cocktail sauce.
   - garnished with mint sprigs or maraschino cherries.
   - serving size: 1/2 cup fruit.

2. Seafood Cocktails

   - popular ingredients include shrimp, marinated herring, oysters, and clams.
   - almost always served with a cocktail sauce.
   - chilled thoroughly on a bed of crushed ice before serving.
   - served in stemmed or footed cocktail glass.
   - served as the first course of a meal at table.
   - serving size: 1/4 cup seafood.



3. Fruit or Vegetable Juice Cocktails

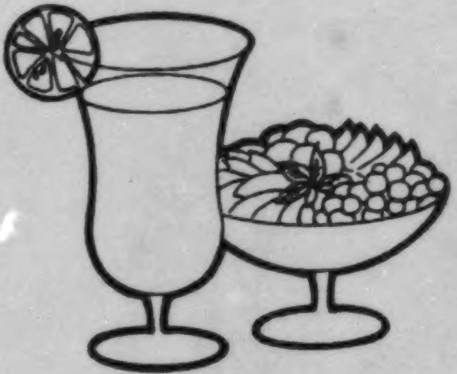
   - may be single juice or mixture of juices.
   - may be served to guest before coming to table or as the first course of a meal.
   - vegetable juices may be seasoned with worcestershire sauce, tabasco sauce or lemon juice.
   - sherbet or fruit-flavored ice may be added to fruit juice cocktails.
   - served in cocktail glasses or punch cups.
   - some juices may be served hot in cups or mugs.
   - may have sugar and/or water added.

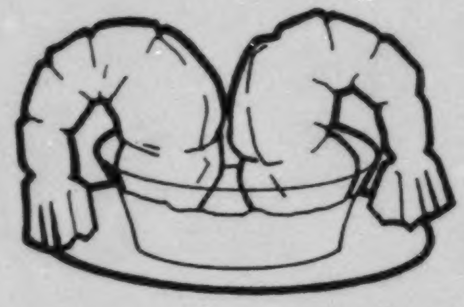
Serving

-cocktails may be served before guests are seated OR as the first course of a meal.
-may be served with sauce made from mayonnaise, catsup, French dressing or chili sauce.
-may be served with canapes, salted nut meats, cheese, crackers, popcorn, pretzel sticks or heated potato chios.

All cocktail appetizers should have the following qualities:

-Tasty
-Attractively prepared
-Prepared from fresh ingredients
-Served chilled, unless otherwise directed.

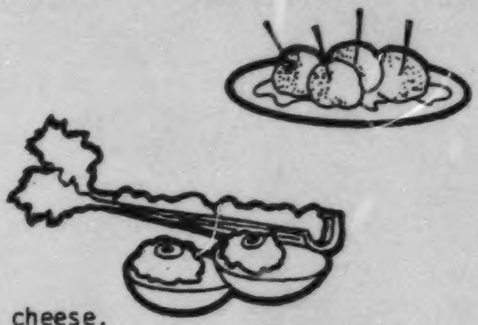




HORS D' OEUVRES are bite-sized pieces of tasty foods served before a meal. They are made to be eaten with the fingers from toothpicks.

1. Hot Hors d' Oeuvres

-tiny hot croquettes.
-hot cocktail sausages with dip.
-oysters broiled in bacon wrap.
-small meatballs in a tangy sauce.
-hot cheese balls.



2. Cold Hors d' Oeuvres

-celery sticks stuffed with pimento cheese.
-small pieces of cheese, smoked oysters, clams, meat, fish, sausages
-fingers foods such as chips and crackers to dip into tangy mixtures.
-pickled foods or deviled eggs
-melon cubes

Preparation

-do not use foods that will be served during the meal.
-because of the large number of hors d' oeuvres recipes, no specific instructions for preparation can be given.
-follow general guidelines for all recipes.

Arrangement

-line serving platter with doily.
-attractively arrange hors d' oeuvres on platter.
-place foods with toothpicks so they can be picked up easily.
-use melon, grapefruit, apple or cabbage as base for arranging hors d' oeuvres on toothpicks. Cut slice from bottom of base so it will sit level in center of serving platter. Place toothpicks (holding hors d' oeuvres) in base attractively over entire surface.
-place finger foods or canapes around outer edges.

Serving

-usually served at social events, cocktail parties and in some restaurants.
-may be served to guest before they are seated at dining table OR as the first course of a meal at table.
-when served before guests are seated, hors d' oeuvres should be eaten with the fingers or from toothpicks.
-when served as the first course of a meal, hors d' oeuvres should be eaten with a fork from individual plates.
-use a chafing dish or warming tray when needed, for hot hors d' oeuvres.

All hors d' oeuvres should have the following qualities:

-Pleasing flavor
-Attractive and colorful in appearance.
-Attractively arranged on a serving tray.
-Served at the proper serving temperatures for each recipe.

INFORMATION SHEET #1 (Continued)

CANAPES are tiny , fancy-cut, open-faced sandwiches that are eaten with the fingers. Each contains two parts: a base and a filling. They may or may not contain a garnish.

1. Canape Bases

-may be made from day-old bread, toast, crackers or puff paste.
-should be about 1/4" thick.
-all crust should be removed from bread.
-may have one side toasted or sauteed in butter.
-cut into small shapes: rounds, squares, diamonds, stars, hearts, etc.
-should be 1-2 bites in size.

2. Canapes Fillings

-fillings should spread easily.
-mixture should be smooth with all ingredients thinly diced.
-cheese mixtures may be thinned with cream for easier spreadings.
-popular fillings include: chicken salad, egg salad, ham salad, sliced cheese, sliced meat, or tuna salad.

3. Canape Garnishes

-may or may not be used.
-should be small and colorful.
-popular items include: chopped olives, chopped parsley, chopped hard-cooked egg whites and yolks, mint, pimentos, tiny pearl onions, nutmeats and watercress.
-garnishes may be centered on canape or arranged as borders.
-once placed, do not move garnishes.
-same garnish should be used on one kind of appetizer.

Assembling Canapes

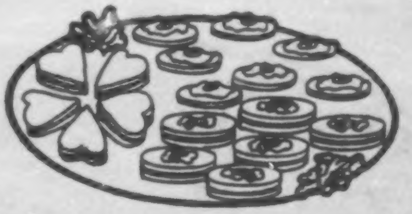
-have bases, fillings, and garnishes ready to use.
-put together in an assembly line manner.
-work together to prevent surfaces of canapes from drying out.
-place enough bases, to fill one serving tray, untoasted side up, on work tray.
-spread filling on each base.
-transfer canapes to serving tray lined with doily.
-cover tray with plastic wrap and refrigerate until served.
-just before serving, remove plastic wrap and add garnish to canapes. Garnish tray with parsley, watercress or vegetable flowers.

Serving

- -served as snacks at cocktail parties, buffet parties and large receptions.
- -glass plates, silver platters or attractive trays lined with doilys should be used for serving.
- -when more than one type of canape is served on a platter, place all of one kind together.
- -always serve chilled unless recipe calls for heating.
- -canapes are finger foods. They do not require picks or forks.
- -canapes may be served on individual plates with hors d' oeuvres at a buffet.
- -serve no more than 2 or 3 different kinds of canapes for any occasion.

All canapes should have the following qualities:

- -Pleasing flavor.
- -Attractive in appearance.
- -Filling neatly spread to the edge of the base.
- -Garnish neatly placed on filling.
- -Attractively arranged on a serving tray.



RELISH TRAYS contain small pieces of raw vegetables or fruit served as appetizers. The pieces of food may be simple chunks/slices, OR they may be cut in fancy shapes.

Suggestions for Relish Tray Combinations

- -Carrot curls, green pepper sticks, ripe olives, and radish fans.
- -Carrot frills with ripe olives, radish roses, and slices of raw turnip.
- -Celery pinwheels, radish roses, ripe olives, and carrot sticks.
- -Spiced peaches or apricots, celery and green pepper sticks, and cheese-nut balls.
- -Stuffed celery, sweet or dill pickles, raw cauliflower and green onions.
- -Unpeeled cucumber slices, tomato wedges, carrot sticks, and green pepper rings.
- -Wedges of fresh pineapple, fresh whole strawberries, and frosted mint leaves.

Preparation

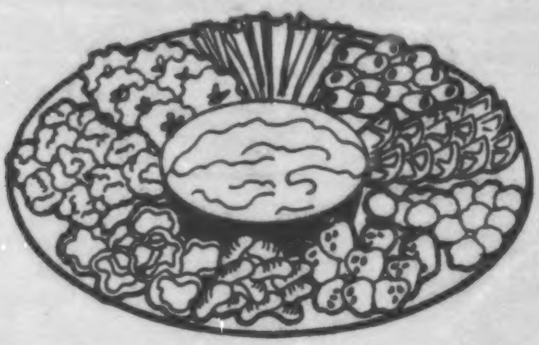
-many relish tray items have the same preparation as when used as garnishes. (see Module #31 - Garnishes)
-suggested items should be prepared following general cutting and slicing guidelines.
-some items need only to be taken from a jar and placed on a serving tray.

Serving

-arrange items attractively on a serving tray, grouping like items together.
-cover with plastic wrap and chill until served.
-if served with a dip, place bowl of dip in center of tray.
-provide picks for messy items such as spiced peaches or pineapple chunks.

All relish tray items should have the following qualities:

-Attractively arranged on the serving tray.
-Prepared from fresh ingredients.
-Pieces of each item the same size.
-Chilled at 40°F before serving.



DIPS AND SPREADS are soft, creamy, well-seasoned mixtures served as appetizers for informal parties or gatherings. Most contain cottage cheese, cream cheese, shredded cheese (American, Cheddar, etc.) or sour cream as a main ingredient. A few are made from vegetables or fruits such as, bean dip or guacamole.

INFORMATION SHEET #1 (Continued)

Preparation

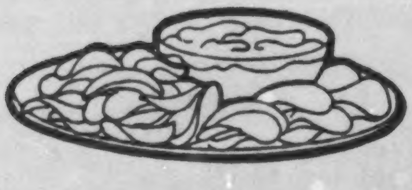
-use fresh, high-quality ingredients.
-follow individual recipes closely.
-mixtures should be smooth and creamy throughout.
-after preparing, cover and refrigerate at least one hour (some recipes require more time). This allows the flavors to blend.

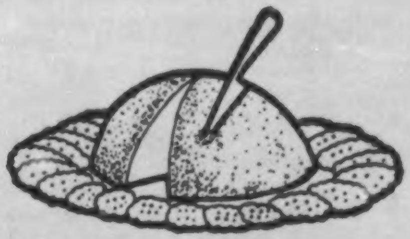
Serving

-allow dip or spread to soften at room temperature before serving.
-place bowl of dip in center of serving tray. Arrange finger foods for dipping around it. These may include potato chips, raw vegetables, crackers, pretzels, etc.
-molded spreads, such as cheese balls, are placed in the center of a serving tray and surrounded with crackers. A small knife for spreading may be placed in the cheese ball or on the tray.
-tiny cheese balls may be prepared and placed on tooth picks. These should also be served with crackers.

All dips should have the following qualities:

-Pleasing flavor.
-Creamy and free of unnecessary lumps.
-Chilled to 40°-45°F before serving.





CONSUMABLE

WORKSHEET #1

Directions: A. In your own words, define each of the following types of appetizers. Be sure to include enough information to explain the difference between each type.
B. Give two examples of each type.

1. Canapes -

2. Cocktails -

3. Dips or spreads -

4. Hors d' oeuvres -

5. Relish trays -

WORKSHEET

(32) T.15
S.10

ACTIVITY #1

Directions: Prepare *at least* one hors d' oeuvre or canape recipe as directed in any suggested recipe (see for example, hor d' oeuvre and canape suggestions in *Food For Fifty*). Your instructor will evaluate your performance and final product(s).

ACTIVITY #2

Directions: Prepare *at least* three relish tray items and one dip recipe as directed in any suggested recipe (see for example, appetizer section and dip recipes in *Food For Fifty*). Your instructor will evaluate your performance and final product(s). NOTE! See also Module #31 - Garnishes for relish tray item suggestions!

CONSUMABLE

POST-TEST

Prepare Appetizers

Directions: Read the following statements. If the statement is true, write a "T" in the blank provided. If the statement is false, place an "F" in the blank.

_____ 1. Appetizers are served as the first course of a meal at the dining table.

_____ 2. The main purpose of appetizers is to depress the appetite.

_____ 3. Most cocktail appetizers are chilled before serving.

_____ 4. Fruit or vegetable juice mixtures are one type of cocktail appetizer.

_____ 5. Hors d' oeuvres are bite-sized pieces of food usually served on toothpicks.

_____ 6. A dip may be served with some hors d' oeuvres.

_____ 7. Chafing dishes or warming trays are used to serve hot hors d' oeuvres.

_____ 8. A doily is a dish used for serving dip.

_____ 9. All canapes contain a base and a filling.

_____ 10. Canapes should be eaten with a fork.

_____ 11. The crust should be removed from bread used for canapes.

_____ 12. Canapes should be refrigerated until served.

_____ 13. Appetizers should be made of the same food that is to be served as the main course of the meal.

_____ 14. Relish trays are served at room temperature.

_____ 15. Relish trays are made up of small pieces of meat and cheeses.

_____ 16. Some relish tray items may be used as garnishes.

_____ 17. Ice water is used to brighten the color of relish tray items.

_____ 18. All pieces of a relish tray item should be about the same size.

_____ 19. All dips should be refrigerated before serving to make the mixture easier to spread.

_____ 20. All appetizers should be chilled unless the recipe directions call for heating.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Appetizers

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	#1			#2		
I. Process	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
II. Product						
-All ingredients are fresh.						
-Product is attractively arranged on serving tray.						
-Product has pleasing flavor.						
-Product pieces are uniform size.						
-Filling is spread neatly to edges of base.						
-Product is neatly garnished.						
-Product is served hot.						
-Product is chilled to 40°F before serving.						

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

✓✓✓ FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) c, (2) b, (3) c, (4) a, (5) a, (6) b, (7) e, (8) c, (9) d, (10) d,
(11) a, (12) a, (13) b, (14) c. (15) b

WORKSHEET #1

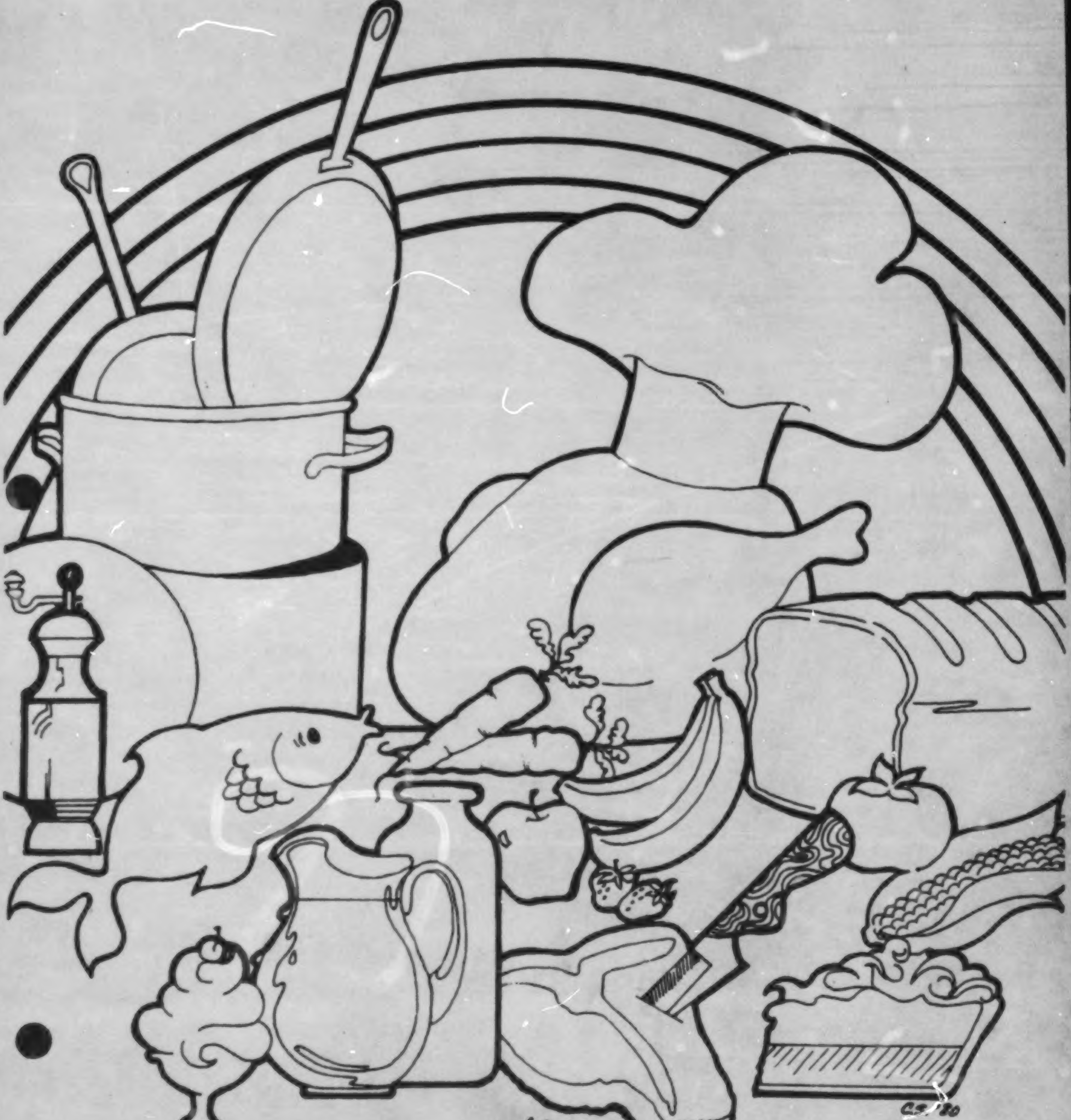
Definitions and examples vary, see information sheet #1

POST-TEST

(1) T, (2) F, (3) T, (4) T, (5) T, (6) T. (7) T, (8) F, (9) T, (10) F
(11) T, (12) T, (13) F, (14) F, (15) F, (16) T, (17) T, (18) T, (19) F,
(20) T

Food Service Worker

MODULE 33: CAKES



CAKES

Competence Area: F. Baking

Competency Statement: 15.00 Prepare Cakes

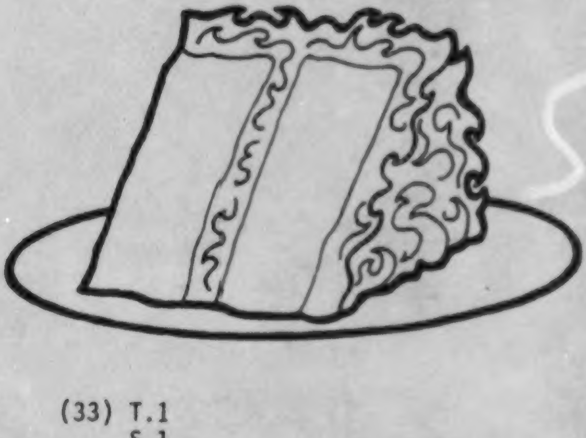
Level
Tasks: .01 Prepare sponge (foam-type) cakes---------------------- Basic
- a. white or yellow
- b. angel food
- c. chiffon

.02 Prepare batter cakes---------------------------------- Basic
- a. white
- b. yellow
- c. chocolate
- d. marble
- e. spice
- f. carrot
- g. German chocolate

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one sponge cake and one batter cake. Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18



(33) T.1
S.1

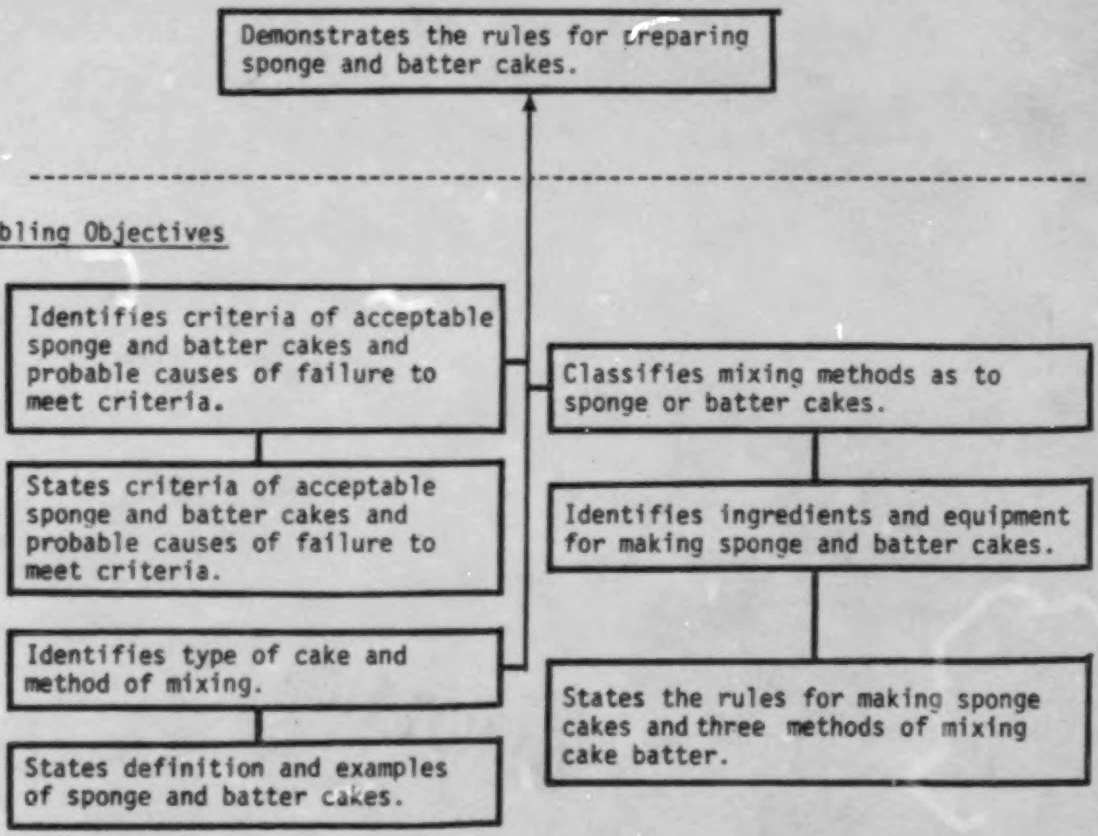
LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one sponge cake and one batter cake. Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective

Enabling Objectives


Demonstrates the rules for preparing sponge and batter cakes.
Identifies criteria of acceptable sponge and batter cakes and probable causes of failure to meet criteria.
States criteria of acceptable sponge and batter cakes and probable causes of failure to meet criteria.
Identifies type of cake and method of mixing.
States definition and examples of sponge and batter cakes.
Classifies mixing methods as to sponge or batter cakes.
Identifies ingredients and equipment for making sponge and batter cakes.
States the rules for making sponge cakes and three methods of mixing cake batter.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instructor for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheets #1 and #2. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #3. Consumable.
8. Complete activities #1 and #2.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete

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Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce topic, have students brainstorm types of cakes they have prepared and/or eaten in a food service establishment.
2. Discuss the types outlined above as well as ingredients common to most cakes.
3. Direct students to complete pre-test. Collect and evaluate.
4. Divide students into two groups to research (1) sponge cakes and (2) batter cakes. Have each group report findings on ingredients, methods of preparation, and hints on baking, etc.
5. Demonstrate or have students demonstrate several examples of preparing sponge and batter cakes. Discuss procedures and evaluate.
6. Direct students to complete worksheet #1 -3. Collect and discuss.
7. Direct students to complete post-test. Collect and evaluate.
8. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Food For Fifty, 1979 edition.
   b. Practical Cookery, 1975 edition.
   c. The Baker's Manual, 1972 edition.
   d. Elementary Baking, 1969 edition.
   e. Guide to Good Food, 1979 edition.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

a. Film Loops - Preparing Cake Batter
- Baking A Cake
- Angel Food Cake
(From: McGraw-Hill)

b. Filmstrips - Food Service: Baking and Breakfast Cookery
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)
- Baking Fundamentals
(From Crisco)

c. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

d. Slides - Cutting And Portioning A Cake
(From Kansas State University)

III. Activities

1. Have students collect pans (or pictures) and discuss the type of cake best suited for that pan.
2. Visit the school cafeteria and observe quantity cake baking.
3. Collect pictures of cakes from each category and develop a bulletin board on cakes.
4. In small groups, compile previous experiences with cake baking. Report to total group.
5. Do a comparative study on cost, quality and time involved in making a scratch cake and one from prepared mixes.

CONSUMABLE

PRE-TEST

Prepare Cakes

I. Fill in the blanks below with the word that best completes the statement. (Sponge or batter)

1. Cakes which contain fat are called ____________cakes.

2. Cakes which do not contain fat are called ____________cakes.

II. Read the statements below. If the statement is true, write "+" in the blanks provided. If false, write "o".

_____ 1. Flour, eggs, sugar and fat are basic ingredients of all cakes.

_____ 2. Sugar helps a cake to brown and gives it a sweet flavor.

_____ 3. Eggs provide moisture to help blend ingredients together.

_____ 4. When preparing a sponge cake, fold in the sifted flour.

_____ 5. Batter cake pans may be lined with wax paper once they are oiled and floured.

_____ 6. Sponge cake pans should be greased before cake batter is poured into them.

_____ 7. The mixing bowl and wire whip used for sponge cakes must be free of grease before use.

_____ 8. Cake pans should be filled even with the top of the pan.

_____ 9. Pans should be placed ½ inch apart in the oven.

_____10. Egg whites for sponge cakes should be whipped to a stiff peak.

_____11. After baking, sponge cakes should be inverted on wire racks to cool.

_____12. Cakes are placed in a cool oven to begin baking.

_____13. Cake ingredients should be room temperature or higher for better mixing.

_____14. The sponge, two stage or creaming method may be used to mix cakes.

_____15. Cakes should be portioned as they are served and not before.

_____16. Oblong cake pans are used to make layer cakes.

PRE-TEST (Continued)

_____17. A sheet cake pan is used to make enough cake to serve 50 or more.

_____18. Both round and square cake pans may be used to make layer cakes.

_____19. Sponge and batter cakes should be light in weight with a tender, moist crumb.

_____20. A cake may break apart if cooled improperly.

III. Place the following cakes into the proper category. Angel food cake, devil's food cake, plain yellow cake.

Sponge Cake	Batter Cake

STUDENT GUIDE SHEET

*Directions: To Student Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheets #1 and #2.
4. Read and study information sheet #2.
5. Complete worksheet #3.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Air Packets - Air collected in batter while mixing (bubbles).

2. Alternately - To add in parts one at a time (e.g. flour - milk - flour, etc.)

3. Batter - A pourable mixture of combined ingredients such as flour, sugar, egg, shortening, milk, etc.

4. Batter Cake - A leavened and shortened sweet product containing flour, sugar, salt, egg, liquid and flavoring.

5. Chiffon Cake - A combination of sponge and batter cakes. The fat used is always oil.

6. Dense - A thick, heavy mixture.

VOCABULARY (Continued)

7. Fold - To mix gently using an overhand motion.

8. Invert - To turn upside down.

9. Loaf Pan - Used for baking loaf cake, bread, fruit cake, etc.

10. Oblong Pan - (9 X 13 inches and 2 to 2½ inches deep) will hold the amount of batter usually baked in two layers.

11. Round Cake Pan - (8 or 9 inches across the top and 1½ inches deep) used for baking layer cakes.

12. Sheet Cake Pan - (16 or 24 inches and 1 inch deep) used for cakes to serve 50 or more.

13. Sponge Cakes - White sponge cakes contain no shortening. Egg whites provide all the leavening power. Yellow sponge cakes contain the whole egg.

14. Square Cake Pan - (8 or 9 inches across and 1½ inches deep) used for baking square one or two-layer cakes.

15. Tube Pan - Contains a center tube, used for baking chiffon or angel food cakes.

#1 INFORMATION SHEET

Attractive, flavorful, even-textured cakes are the goal of those who pride themselves in "melt-in-your-mouth" quality. Cakes with this quality are not produced by haphazard methods or merely using specified ingredients in the recipe. Quality cakes are the result of following directions carefully and using the correct equipment and mixing methods.

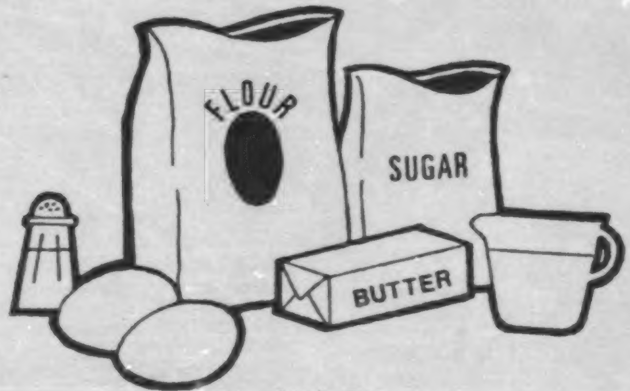
Types of Cakes

Cakes basically fall into two categories: unshortened or sponge (foam-type) cakes, containing no fat, and shortened or batter cakes, containing butter, margarine or shortening. A third type of cake includes characteristics of both sponge and batter cakes producing a chiffon cake.

Cake Ingredients

The ingredients used are basically the same for all types of cakes (*fat is the exception):

a. Flour - cake or all-purpose; gives structure to a cake.
b. Sugar - granulated white or brown; gives sweetness to a cake, also aids in tenderness, even texture and browning.
c. Eggs - fresh; gives flavor and color to a cake, also adds structure and acts as a leavening agent.
*d. Fat - butter, margarine or oil; improves texture and aids in tenderness.
e. Liquid, salt and leavening agent spices, flavorings, fruits, nuts, poppy seeds, coconut and other ingredients are often added to cakes for extra flavor and variety. Cream of tartar is used in angel food cake and sponge cakes to improve color, increase light texture and volume of the finished cake.



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Mixing Methods

Despite the variety in types of cakes, extreme care must be taken in handling and mixing cake batter for quality results. The three principal ways to mix cake batter are:

1. The sponge or foam method - Eggs and sugar are warmed to about 100°F and whipped until the required volume or stiffness is obtained. Liquids are then added slowly. Fold in flour gently to insure a smooth, uniform batter.

2. The two-stage method - all dry ingredients are placed in the mixing bowl to be combined with shortening and part of the milk. The eggs and remaining liquids are then added in approximately three parts (scraping the bowl at intervals) to insure a smooth, uniform batter.

3. The creaming method - sugar and shortening are basic ingredients mixed in the first stage. The eggs are then added and creamed into the mixture. In the last stages of mixing, flour and milk are added to the creamed batter alternately.

NOTE: Fresh whole eggs whip better and faster at room temperature.

Rules for Preparing Sponge Cakes

-The eggs and sugar should be slightly warmer than room temperature.
-The mixing bowl and wire whip must be grease free.
-Fold sifted flour into the cake batter in several stages.
-Whip egg whites until they form a soft peak.
-Prepare pans as directed in the recipe.
-Before baking, tap pan on table or cut through batter with knife to break air pockets.
-Bake in preheated oven.
-Bake sponge cakes immediately after mixing.
-If the batter is held too long, the air cells break down, resulting in a heavy cake.
-After baking, cakes should be turned out on a sugar-dusted cloth to cool. (Wire racks will leave marks in the crust of the cake).
-Angel food cakes should be inverted as soon as they are removed from tube's end rather than the cloth.

INFORMATION SHEET #1 (Continued)

Rules for Preparing Batter Cakes

- Ingredients should be at room temperature for best result.
- Cake flour makes a finer, more tender cake than all purpose flour.
- Dry ingredients should be mixed well before adding to the creamed (containing fat) mixture.
- Mix ingredients slowly to produce a smooth, dense, well-blended batter that does not have a foam-like structure.
- Oil and dust flour into bottoms of pans. Shake off excess flour, or fit bottoms of pans with wax or parchment paper.
- Fill pans ½ to 2/3 full. Press batter to sides of pan.
- Tap pans on table to break large air pockets.
- Bake in pre-heated oven with pans ½ inch apart.
- Test for doneness - (1) insert a toothpick into the center of the cake-- if it comes out clean, cake is done; (2) press the center gently with the fingers-- if it springs back, the cake is done.
- Let cake cool in pan 10 minutes. Invert on a wire rack to cool.

CONSUMABLE

WORKSHEET #1

I. Fill in the word or words which best complete the following statements. (sponge or batter)

1. Cakes containing fat are called ___________cakes.

2. Cakes that do not contain fat are called ___________cakes.

II. Listed in the two columns below are cake ingredients and the purposes they serve. Place in the blanks to the left the letter that gives the purpose of each ingredient.

Ingredient

_____ 1. Flour
_____ 2. Sugar
_____ 3. Eggs
_____ 4. Shortening
_____ 5. Liquid
_____ 6. Leavening agent
_____ 7. Flavoring

Purpose

a. Provides moisture and helps blend the ingredients together.
b. Improves the color and texture.
c. Provides the framework of the cake.
d. Gives flavor and variety.
e. Causes cake to rise.
f. Improves texture and tenderness.
g. Helps cake to brown and gives sweet flavor.

WORKSHEET

III. Read and answer the questions below in the space provided.

1. Explain the sponge or foam method for mixing cakes.

2. Explain the difference between the creaming and two-stage method for mixing cakes.

CONSUMABLE

WORKSHEET #2

Directions: Fill in the blanks below with the word or words which best complete the statement.

1. For best results, all ingredients should be allowed to reach ______ temperature before preparation begins.
2. Sponge or foam type batter should be mixed in a _________ bowl.
3. Whip egg whips for sponge cakes until they form _________ peaks.
4. More delicate and tender cakes are made with _________ flour.
5. Before baking, tap cake pans on table or cut batter with knife to break ________________.
6. After greasing the pan for batter cakes, dust it with _____________.
7. Batter cake pans may be lined with ___________ or ___________.
8. Batter cake pans should be filled ________ full, in most instances.
9. The batter should be pushed from the center to the sides of the pan, leaving a slight depression in the ______________.
10. The cake must be placed in an oven that has been ______________.
11. Pans should be placed _____ apart and away from the sides of the oven.
12. A batter cake should be allowed to stand in the pan ____ minutes before removing from pan.
13. Turn sponge cakes out on a ________ to cool.
14. Invert batter cakes on a __________ to cool.
15. List 2 ways you can test a cake for doneness.
    a.
    b.

#2 **INFORMATION SHEET**

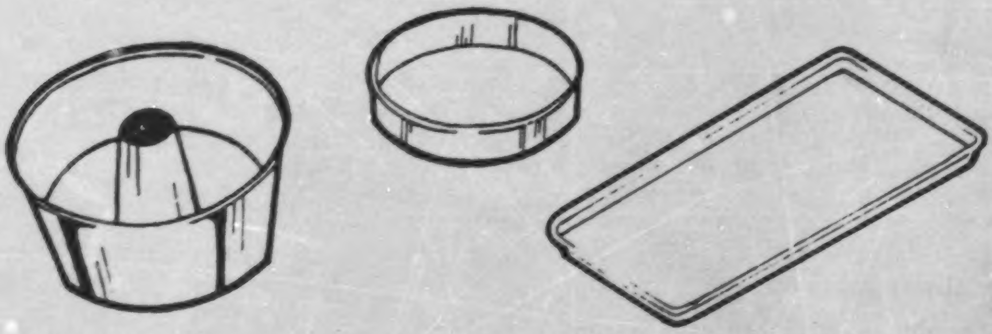
Pans for Baking Cakes

1. Tube pan - Contains a center tube, used for baking chiffon or angel food cakes.
2. Round cake pan - (8 or 9 inches across and 1½ inches deep) used for baking layer cakes.
3. Square cake pan - (8 or 9 inches across and 1½ inches deep) used for baking square one-or two-layer cakes.
4. Sheet cake pan - (16 X 24 inches across and 1 inch deep) used for baking cakes to serve 50 or more.
5. Oblong pan - (9 X 13 inches and 2 to 2½ inches deep) will hold the amount of batter usually baked in two layers.
6. Loaf pan - used for baking loaf cake, bread, fruit cake.

Cutting Cakes

After a cake has been baked and finished for service, it must be cut into portions. It must be cut neatly and evenly into the maximum number of portions possible, such as:

a. 2 layer round or tube pan cake (8 or 9 inches across) - 10 to 12 or 14 to 16, servings depending on cake pan size.
b. sheet cake (16 inches x 24 inches) - 36, 48, 64 or 96 servings



Judging Cakes

The following are criteria for judging the quality of sponge and batter cakes.

I. Sponge (foam-type) Cakes:

Outside Characteristics
Shape - Uniform and free from cracks; slightly rounded top
Size - Light in weight, large in volume
Color - Light to golden brown
Crust - Tender and free from spots and cracks

Inside Characteristics
Color - Uniform as to type of cake
Grain - Small, springy crumb; no large air holes
Texture - Tender, moist and light
Flavor - Pleasing as to type of cake

II. Batter Cakes:

Outside Characteristics
Shape - Uniform and free from cracks; slightly rounded top
Size - Light in weight
Color - Golden brown
Crust - Tender and smooth

Inside Characteristics
Color - Uniform as to type of cake
Grain - Fine, free from air holes or tunnels
Texture - Tender, moist and velvety
Flavor - Pleasing as to type of cake

Cake Trouble Shooters

I. Outside Appearance
Cake cracked or uneven - Temperature too high; uneven distribution of batter in the pan.
Cake falls - Insufficient baking time; not enough flour.
Cake runs over edge of pan - Too much batter for pan.
Cake breaks apart - Improper pan preparation; improper cooling.
Cake lopsided - Oven not level; oven heat uneven: cake pans touching.
Cake doesn't rise - Not enough leavening agent.

II. Inside Appearance
Heavy texture - Improper mixing; improper cooling.

CONSUMABLE

WORKSHEET #3

Match the definition or purpose on the right with the appropriate word or phrase on the left. Write the correct letter in the blanks provided.

_____ 1. Air pockets
_____ 2. Alternately
_____ 3. Batter
_____ 4. Batter cake
_____ 5. Chiffon cake
_____ 6. Dense
_____ 7. Fold
_____ 8. Invert
_____ 9. Loaf pan
_____10. Oblong pan
_____11. Round cake pan
_____12. Sheet cake pan
_____13. Sponge cakes
_____14. Square cake pan
_____15. Tube pan

A. Contains a center tube, used for taking chiffon or angel food cakes.
B. (8 or 9 inches across the top and 1½ in. deep) used for baking layer cakes.
C. Air collected in batter while mixing.
D. To mix gently using an overhand motion.
E. A thick, heavy mixture.
F. A leavened and shortened sweet product containing flour, sugar, salt, egg, liquid and flavoring.
G. (8 or 9 in. across and 1½ in. deep) used for baking square one or two-layer cakes.
H. (18 x 26 in. across the top and 1 in. deep) used for baking cakes to serve 50 or more.
I. White sponge cakes contain no shortening. Egg whites provide all the leavening power. Yellow sponge cakes contain the whole egg.
J. To add in parts one at a time.
K. A combination of sponge and batter cakes. The fat used is always oil.
L. A pourable mixture of combined ingredients such as, flour, sugar, egg, shortening, milk etc.
M. (9 x 13 in. and 2 to 2½ in. deep) will hold the amount of batter usually baked in two layers.
N. To turn upside down.
O. Used for baking loaf cake, bread, fruit cake.

ACTIVITY #1

Directions: Prepare at least one sponge (foam-type) cake as directed in any standardized quantity foods recipe (see for example, Angel Food Cake, Egg Yolk Sponge Cake, Orange Chiffon Cake or Jelly Roll in Food For Fifty). Your instructor will evaluate your performance and final product(s).

ACTIVITY #2

Directions: Prepare at least one batter cake as directed in any standardized quantity foods recipe (see for example, Plain Cake and its variations, white cake or German Chocolate Cake in Food For Fifty). Your instructor will evaluate your performance and final product(s).

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POST-TEST

Prepare Cakes

I. Defire the following terms.

1. Sponge Cake -

2. Batter Cake -

3. Chiffon Cake -

II. Select from the list below the basic ingredients for sponge and batter cakes. Circle the letter of the correct answer(s).

a. leavening agent
b. flour
c. salt
d. eggs
e. cream of tartar
f. fat
g. spices
h. milk
i. flavoring
j. sugar

*Which ingredient above is found in batter cakes, but not sponge cakes? ______________________________

III. Fill in the blanks below with the word or words which best complete the statement.

1. After greasing the pan for batter cakes, dust it with __________.

2. Cake pans in most instances should be filled _______full.

3. A batter cake should be allowed to cool in the pan _____minutes.

4. Batter cake pans may be lined with _______________.

5. A ___________mixing bowl and wire whip must be used when preparing sponge cakes.

6. Cake pans should be placed away from the sides of the oven, ________inch(es) apart.

7. For best results, all cake ingredients should be used at _____ temperature.

POST-TEST (Continued)

8. Turn sponge cakes out on a __________to cool.

9. Invert batter cakes on a _____________to cool.

10. A ______ ______cake pan is used to bake cake for 50 or more servings.

IV. Read and answer the following questions in the space provided.

1. Explain the purpose for use of the ingredients below in cakes.

   Flour -

   Eggs -

   Fat -

   Sugar -

2. Name and describe the three methods of mixing cake batter.

3. List two ways you can test a cake for doneness.

4. Name the correct cake pan to use with the cakes listed below (sheet, round, tube, loaf)

   _________________ fruit cake
   _________________ cake for 50 or more
   _________________ angel food cake
   _________________ 2-layer chocolate cake

5. List and describe three characteristics of acceptable (good) quality sponge and batter cakes.

Sponge	Batter
a.	a.
b.	b.
c.	c.

POST-TEST (Continued)

V. Place the following cakes into the proper category. Angel food cake, carrot cake, devils food cake, jelly roll cake, spice cake, and plain yellow cake.

Sponge Cake

Batter Cake

VI. Match the cake failure on the right with its cause on the left. Write the correct letter in the blanks provided.

Causes

_____ 1. Improper pan preparation; improper cooking

_____ 2. Insufficient baking time; not enough flour

_____ 3. Cake pans touching; oven heat uneven

_____ 4. Temperature too high

_____ 5. Not enough leavening agent

_____ 6. Pan too small

Failures

A. Cake falls
B. Cake breaks apart
C. Cake lopsided
D. Cake doesn't rise
E. Cake uneven
F. Cake spills over

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Cakes

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable or, further work may need to be planned.

	Sponge			Batter		
I. Process	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product						
-Uniform size and shape.						
-Light to golden brown.						
-Moist, tender crumb.						
-Grain small, uniform - no large air spaces or compact layers.						
-Light in weight in proportion to size.						
-Pleasing, rich flavor.						

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) batter, (2) sponge

II. (1) +, (2) +, (3) -, (4) +, (5) +, (6) -, (7) +, (8) -, (9) +, (10) -, (11) -, (12) -, (13) +, (14) +, (15) -, (16) -, (17) +, (18) +, (19) +, (20) +

III. Sponge - Angelfood
Batter - Devil's food, plain yellow

WORKSHEET #1

I. (1) batter, (2) sponge

II. (1) c, (2) g, (3) b, (4) f, (5) a, (6) e, (7) d

III. (1) Whip warm eggs and sugar until degree of stiffness desired is reached. Add liquids slowly. Fold in flour gently.

(2) In the creaming method, the shortening and sugar are creamed together. Then eggs are added and creamed with first mixture. Then flour and milk are added alternately.

In the two-stage method, all dry ingredients are sifted together, and the fat and part of liquids are added. After some mixing, rest of liquid and eggs are added.

WORKSHEET #2

(1) room, (2) grease free, (3) soft, (4) cake, (5) air pockets, (6) flour, (7) wax or parchment paper, (8) ½ to 2/3, (9) center, (10) preheated, (11) ½ inch, (12) ten, (13) sugar-dusted cloth, (14) wire rack, (15) insert a toothpick into center of cake--if it comes out clean, cake is done; press the center of cake gently with fingers--if it springs back, cake is done

WORKSHEET #3

(1) C, (2) J, (3) L, (4) F, (5) K, (6) E, (7) D, (8) N, (9) O, (10) M, (11) B, (12) H, (13) I, (14) G, (15) A

POST-TEST

I. (1) Sponge Cake - Cake containing no shortening, egg whites provide all the leavening power.

(2) Batter Cake - A leavened and shortened sweet product containing flour, sugar, salt, egg, liquid and flavoring.

(3) Chiffon Cake - A combination of sponge and batter cakes. The fat used is always oil.

WORKSHEET & EVALUATION KEY (Continued)

II. a, b, c, d, h, j - *f

III. (1) flour, (2) 1/2 to 2/3, (3) ten, (4) wax or parchment paper, (5) grease free, (6) 1/2, (7) room, (8) sugar dusted cloth, (9) wire rack, (10) sheet

IV. (1) Flour - gives structure to a cake
Eggs - gives flavor and color to a cake, also adds structure and acts as a leavening agent.
Fat - improves texture and aids in tenderness
Sugar - gives sweetness to a cake, also aids in tenderness, even texture and browning

(2) Sponge or foam method, creaming method, two-stage blending method. See information sheet #1 for descriptions.

(3) Insert a toothpick into center of the cake--if it comes out clean, cake is done; press the center gently with the fingers--if it springs back, the cake is done.

(4) loaf, sheet, tube, round

(5) Sponge - a. uniform shape, free from cracks
b. small, springy crumb
c. tender, moist texture
Batter - a. golden brown
b. fine grain
c. light in weight

V. Sponge cake - Angel food, jelly roll
Batter cake - Carrot, devils food, spice, plain yellow

VI. (1) B, (2) A, (3) C, (4) E, (5) D, (6) F

RESOURCE ITEM

Case Studies

I. Jane enjoys baking cakes for her family. As a matter of fact, she feels she has mastered the technique. She and her friends decided it would be refreshing to have homemade ice cream and cake as a treat after watching a favorite movie.

Plans were made and tasks assigned. Naturally, Jane was asked to make the cake. She was pleased and felt that her reputation for baking cakes had spilled over to her friends. This was to be her big event. She decided to make her specialty. Having made the cake many times successfully, using a recipe,she decided to take a chance on remembering. So from memory she set about making the cake. The batter looked normal, and she felt very good about her accomplishment. While the cake was baking, she busied herself with cleaning and making things ready for serving. The buzzer indicating completed baking time sounded. Jane opened the oven door only to see a sunken, soggy cake. Needless to say she was terribly disappointed. .!

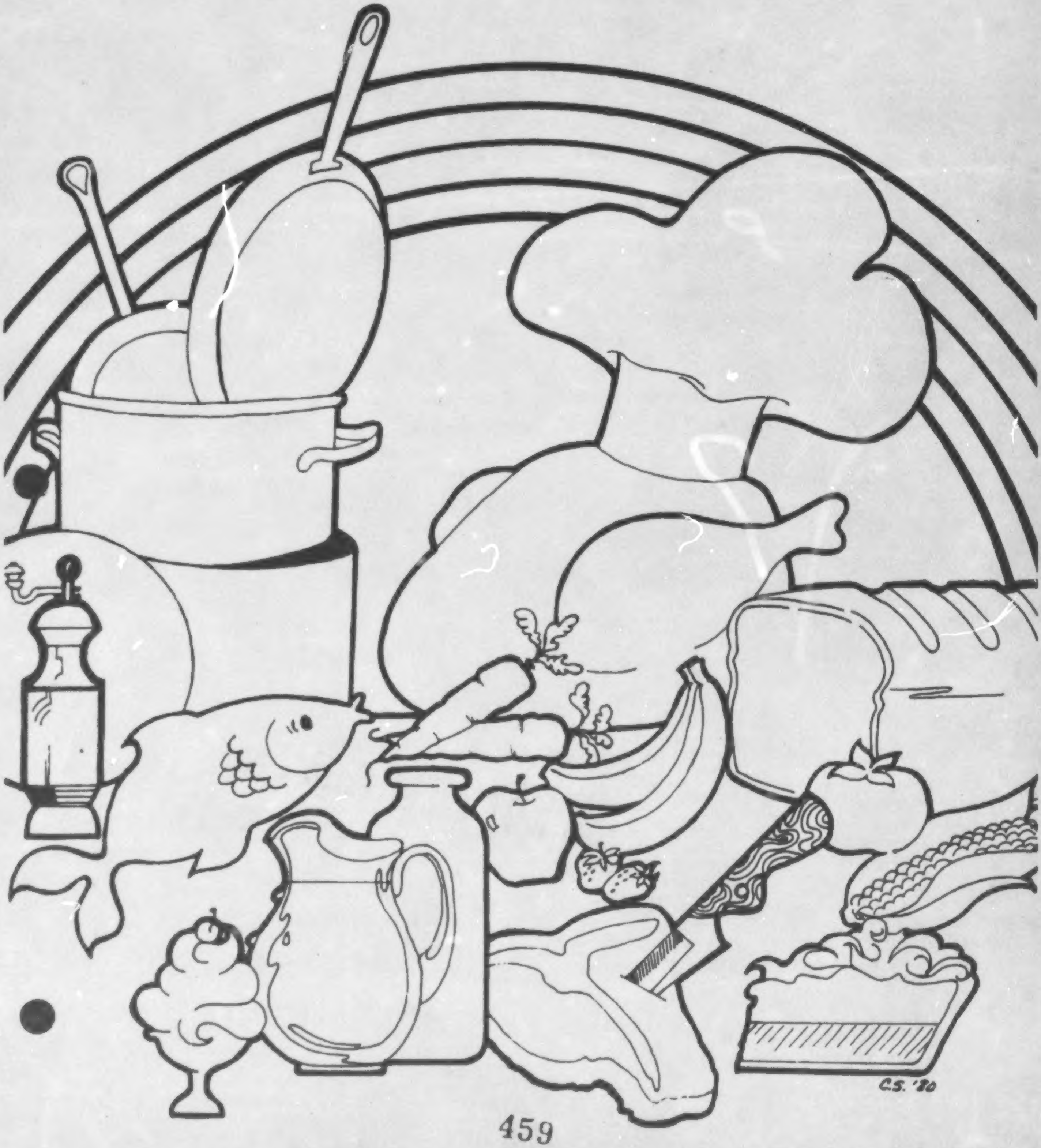
1. What could have gone wrong?
2. What will she tell her friends?

II. As chairman of the refreshment committee for the class picnic, you have been asked to prepare cake for the outing. The supplies will be purchased from class funds. You are to make plans and report back to the group.

1. What information will you need to make plans?
2. How will you estimate the cost?
3. What kind(s) of cake will you serve?
4. How much will you prepare?

Food Service Worker

MODULE 34: COOKIES



COOKIES

Competence Area: F. Food Preparation

Competency Statement: 16.00 Prepare Cookies

			Level
Tasks:	.01	Prepare drop cookies	Basic
	.02	Prepare bar cookies	Basic
	.03	Prepare rolled cookies	Basic
	.04	Prepare molded cookies	Basic
	.05	Prepare pressed cookies	Basic
	.06	Prepare refrigerator cookies	Basic
	.07	Prepare bagged out cookies	Special

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one recipe each of soft dough and firm dough cookies. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

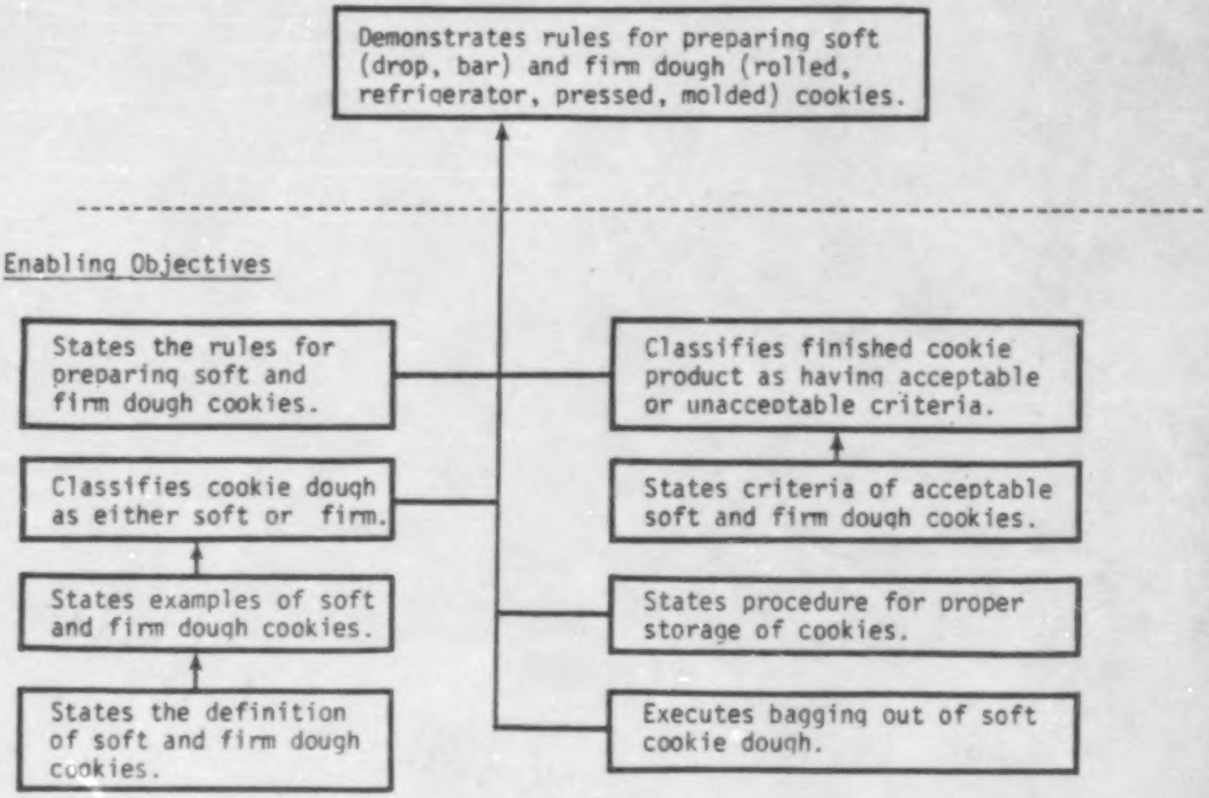
Prerequisites: Modules #1- 8, 10- 14, 16- 18

LEARNING HIERARCHY OBJECTIVES

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one recipe each of soft dough and firm dough cookies. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates rules for preparing soft (drop, bar) and firm dough (rolled, refrigerator, pressed, molded) cookies.

Enabling Objectives

States the rules for preparing soft and firm dough cookies.

Classifies cookie dough as either soft or firm.

States examples of soft and firm dough cookies.

States the definition of soft and firm dough cookies.

Classifies finished cookie product as having acceptable or unacceptable criteria.

States criteria of acceptable soft and firm dough cookies.

States procedure for proper storage of cookies.

Executes bagging out of soft cookie dough.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete activity #1.
6. Read and study information sheet #2.
7. Complete activity #2.
8. Complete worksheet #1. Consumable.
9. Request post-test from instructor - complete.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. To introduce concepts, direct students to complete pre-test, optional.
2. Go over objectives and vocabulary words with students.
3. Direct students to read and study information sheets #1 and #2. Discuss as a class.
4. Have students complete worksheet #1. Collect and evaluate.
5. Divide class into small groups. Assign each group a cookie category (soft or firm dough) and one recipe for that category. Have students prepare the recipe, describe procedure, and provide samples for the class.
6. Direct each student to complete post-test. Collect and evaluate.
7. Have students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Practical Cookery, 1975 edition.
b. Exploring Professional Cooking, 1980 edition.
c. Elementary Baking, 1969 edition.
d. Discovering Food, 1979 edition.
e. The Baker's Manual, Hayden Books.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

a. Filmstrips - Cookiewise
(From Betty Crocker, General Mills, Inc.)
- Baking Fundamentals
(From Crisco Shortening as a Proctor and Gamble Educational Service)
- Preparing Drop Cookies
- Baking Drop Cookies
(From Eye Gate, Jamaica, NY 11435)
- Food Service: Baking and Breakfast Cookery
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

b. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave, Dept. V14, Chatsworth, CA 91311)

III. Activities

1. Observe cookies being made in large quantities in the school cafeteria or in a bakery.
2. Save cookies from each "batch" made and have a tasting fair with students selecting their favorites.
3. Prepare a variety of refrigerator cookies and freeze for special occasions.
4. Package samples of cookies in saran wrap and create a bulletin board.

PRE-TEST

Prepare Cookies

Directions: Read each statement below carefully. If you agree with the statement, write the word "True." If you do not agree, write the word "False."

_____ 1. Soft dough cookies are made from spongy, flexible dough or batter.

_____ 2. To prepare cookie dough, cream fat and eggs together until fluffy.

_____ 3. For proper and even baking,cookies should be the same size.

_____ 4. To store cookies, place in a cool, dry container with a tight-fitting cover.

_____ 5. Cookies continue baking after removed from the oven.

_____ 6. Brownies are an example of molded cookies.

_____ 7. Chocolate chip cookies are an example of drop cookies.

_____ 8. Cookies are divided into two groups according to flavor.

_____ 9. A cookie cutter is needed to prepare cookies by the bar method.

_____10. Properly prepared firm dough cookies should be crisp and thin in texture.

_____11. Cookie dough is mixed similar to cakes or quick-mixed in a bowl.

_____12. All purpose or cake flour may be used in preparing cookies.

_____13. Cookies are placed on a hot baking sheet to help them melt and spread.

_____14. Cookies are garnished before baking; frosted after baking.

_____15. Cookie failures are often caused by too low oven temperatures.

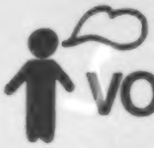
STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete activity #1.
4. Read and study information sheet #2.
5. Complete activity #2.
6. Complete worksheet #1.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.



VOCABULARY

1. Bag Out - To press batter through a pastry bag and tube, producing a particular shape or size of cookie.

2 Cream - To mix shortening and sugar together, beating until light and fluffy.

3. Firm Dough Cookies - Made from stiff, rich dough which is high in fat. (ex: rolled sugar cookies.)

4. Fold - To mix one substance into another very gently, using an overhand motion with a mixing spoon or spatula.

5. Soft Dough Cookies - Made from spongy, flexible dough or batter. (ex: oatmeal drop cookies)

#1

INFORMATION SHEET

Cookies are one of the most popular and profitable items produced in food service. They are relatively inexpensive to produce and can be served throughout the year for daily meals, snacks or special occasions. Cookies are essentially little cakes made with less sugar and more fat and flour. There are basically two types of cookies: (1) soft dough - used to make drop and bar cookies and (2) firm dough - used to make rolled, refrigerator, pressed and molded cookies.

Cookie Ingredients

The ingredients used are basically the same for all types of cookies:

a. Sugar - granulated white or brown, molasses or honey
b. Fat - butter, margarine or shortening
c. Eggs - fresh
d. Flour - all purpose or cake
e. Liquid, salt, egg and leavening agent

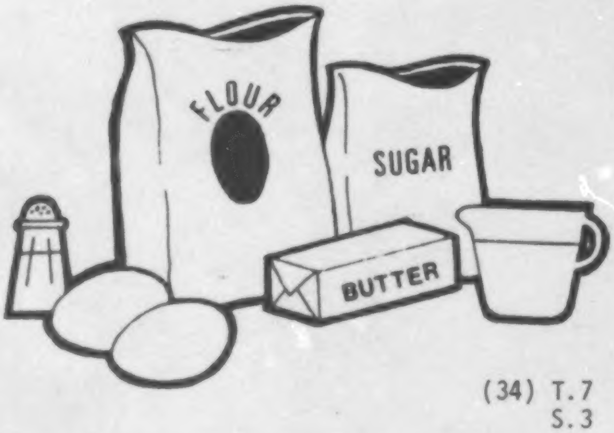
Chocolate, spices, nuts, dried or candied fruits and other ingredients are often added for extra flavor. Cream of tartar is added to some cookies, resulting in a crisper cookie.

Mixing Methods

The mixing of ingredients for most cookies is similar to that for shortened cakes.

a. Cream together fat and sugar until light and fluffy.
b. Add eggs and liquid, followed by all dry ingredients.

Some cookies may also be quick-mixed in one bowl, blending all ingredients at once until smooth and creamy.



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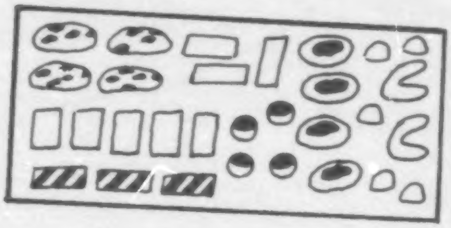
General Rules For All Varieties Of Cookies

After cookie dough/batter is made, it must be prepared for the baking sheet or pan. For quality cookies, follow the general rules below:

1. Make cookies the same size and shape so they will bake evenly.
2. Preheat the oven to temperature found in the recipe.
3. Place cookies on a cold baking sheet or pan. A hot pan will make the cookies melt and spread.
4. Prepare baking sheet/pan as directed in the recipe.
5. Avoid overbaking cookies. Bake until just done and remove from baking sheet/pan immediately. Hot pans will continue to dry cookie dough even after removal from the oven.
6. Use pastel (light) colors in preparing cookies and decorate after cooking. NOTE! Some garnishes may be added before baking.
7. Store cooled, baked cookies in a dry container with a tight-fitting cover. For longer storage, most cookies may be frozen (baked or unbaked).



Causes Of Poor Quality Cookies

Because most cookies are simple to make, cookie failures seem almost impossible. However, cookies may easily be: (1) over or undermixed; (2) improperly dropped, rolled, sliced or shaped; (3) under or overbaked at a too low or too high oven temperature; or (4) placed on a too large or too small baking sheet/pan.

INFORMATION SHEET #1 (Continued)

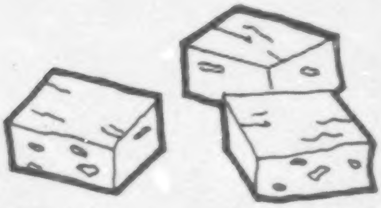
Types of Cookies

Cookies fall mainly into two basic groups: (1) soft dough and (2) firm dough varieties. Most soft dough cookies may be spooned out onto a prepared baking sheet or bagged out through a pastry bag and tube. Types of soft dough cookies include:

a. Drop cookies - Soft dough pushed from a spoon onto a baking sheet, resulting in an unevenly shaped cookie. (Ex: chocolate chip cookies, oatmeal cookies, coconut macaroons) Drop cookies should be moist, tender, and flavorful inside with a light brown color and mounded shape outside.

b. Bar cookies - Soft dough baked in a shallow pan and cut after baking, while still warm. (Ex: brownies, marshmallow squares, date bars) Bar cookies should be moist, tender and flavorful inside with a thin crust and uniform shape outside.

c. Bagged out cookies (Special) - Medium soft dough pushed from a pastry bag into balls or other desired shapes.



Rules For Drop Or Bagged Out Cookies

Mix just enough flour in the last stage to blend, as overmixing will make batter tough and difficult to handle.

Lightly grease the sheet pans; be sure to cover the entire surface with an even coating of fat. Ungreased spaces will cause the cookies to stick.

Spoon or bag out cookies so they are all the same size and shape.

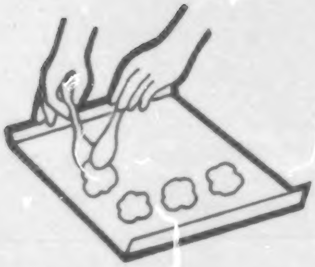
Space cookies evenly, with enough space between them for cookies to spread during baking without running into each other.

Cookies should be garnished (seasoned) before they are cooked.

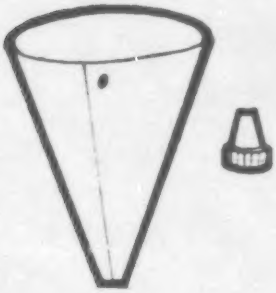
Cookies to be frosted, should be baked first, allowed to cool, and then frosted.

Drop Cookies

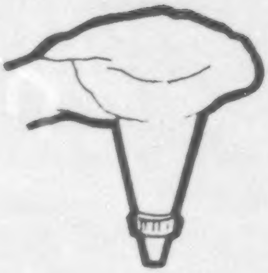
Drop cookie dough from spoon onto baking sheet; space evenly.



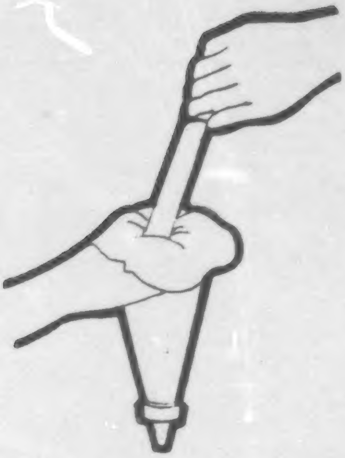
Bagged Out Cookies (Special)



A pastry bag and plain tube.



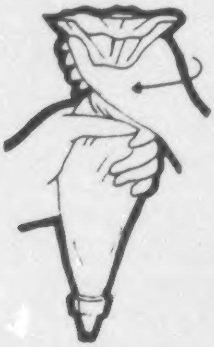
To fill the bag, the edge of the pastry bag is folded over your hand. Put the bag in your hand and turn the edge down 6 inches.



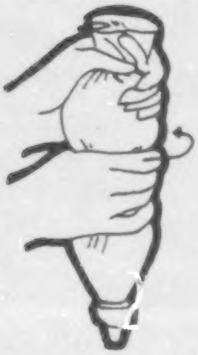
Insert the batter with a knife or spoon. Close your hand over the knife or spoon above the batter and then pull out the knife or spoon.

INFORMATION SHEET #1 (Continued)

Twist the top of the pastry bag to keep the batter in and also to force the batter down to the tube's end.



The pastry bag can be held at the top, twist and then twist once again in the center. This divides the batter in half and makes it easier to press the batter out of the tube.



ACTIVITY #1

Directions: Prepare at least one soft dough cookie recipe (drop or bar) as directed in any standardized quantity foods recipe (see for example, Oatmeal Drop Cookies or Brownies in Food for Fifty). Your instructor will evaluate your performance and final product(s).

#2

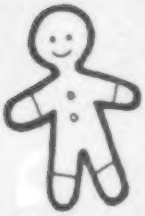
INFORMATION SHEET

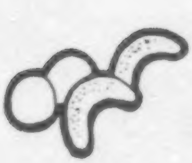
Types of Cookies (Continued)

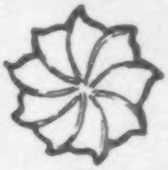
Firm dough or "brittle" cookies made from a stiffer, richer dough may be formed into many variations. These variations will depend upon the number of different cookie shapes and cutters used. Variety in cookies also comes from different methods of garnishing and finishing the cookies. Types of firm dough cookies include:

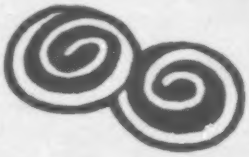
a. Rolled Cookies - Stiff dough rolled into a thin sheet and cut into desired shapes with a knife or cookie cutter. (Ex: sugar cookies, filled cookies) Rolled cookies should be crisp, tender, and flavorful inside with a well-shaped, lightly browned crust.

b. Molded Cookies - Stiff, rich dough broken off and shaped with the fingers. (Ex: crescents, small balls, peanut butter cookies) Molded cookies may be thin and crisp or thick and chewy with a uniform shape and lightly browned crust.









c. Pressed Cookies - Stiff, rich dough forced through a cookie press. (Ex: Spritz cookies, tea cookies) Pressed cookies should be crisp, tender and flavorful inside while retaining the shape of the cookie press outside.

d. Refrigerator Cookies - Stiff , chilled dough which is sliced before baking. (Ex: pinwheel or spiral dough cookies, crisp ginger cookies) Refrigerator cookies should be crisp, tender, and flavorful inside with a uniform, thin shape and lightly browned crust. NOTE: Any stiff cookie dough may be chilled and sliced as refrigerator cookies!

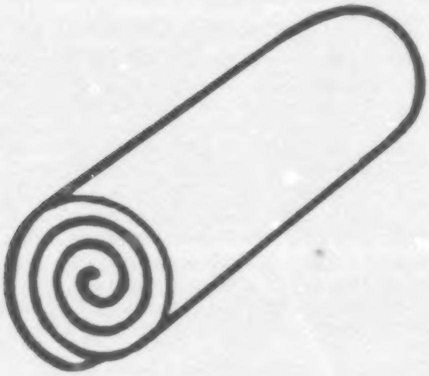
INFORMATION SHEET #2 (Continued)

Preparation Of Refrigerator Dough

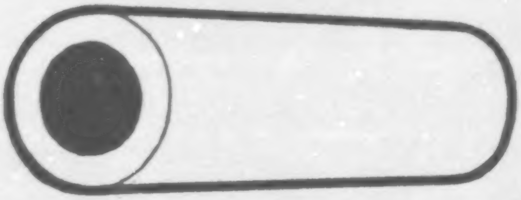
1. Dough may be plain, colored or have chopped nuts added to it.
2. To color, divide the dough into 2 or more pieces and color each piece separately. Do not make the color too dark. Blend well so there are no streaks of color showing unevenly through the dough.
3. Shape the dough according to the variety you are making, and chill or freeze it; this makes it easier to handle and slice.
4. Allow cookies to thaw before baking, or the center may be raw or gummy.

Varieties Of Refrigerator Cookies

A rolled-up pinwheel cookie roll. Two or three different-colored layers of cookie dough are sandwiched together with egg whites and then rolled up.

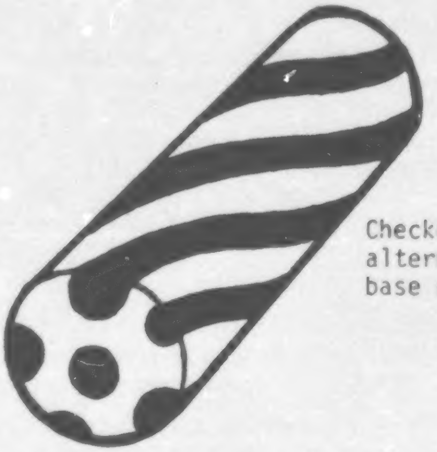


A chilled roll of bull's eye cookie dough. A round strip of one color is rolled in a sheet of cookie dough of another color.

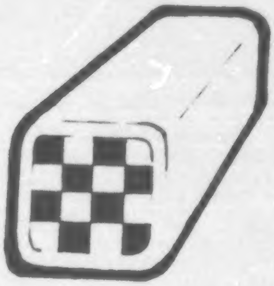


INFORMATION SHEET #2 (Continued)

A roll of spiral cookie dough. Two or three different-colored strips of dough are braided together and then rolled up in a sheet of rolled-out dough.



Checkerboard dough. Four layers of two alternating colors laid out in strips on a base of thin dough.



ACTIVITY #2

Directions: Prepare at least one firm dough cookie recipe (rolled, molded, pressed, or refrigerator) as directed in any standardized quantity foods recipe (see for example, Sugar Cookies, Peanut Butter Cookies, Butter Tea Cookies, or Oatmeal Crispies in Food for Fifty). Your instructor will evaluate your performance and final product(s).

WORKSHEET #1

I. Define the following words:

Soft dough cookies -

Firm dough cookies -

II. List 5 ingredients commonly found in cookies.

1.

2.

3.

4.

5.

III. Match the types of cookies on the left with the correct examples on the right.

COOKIES	EXAMPLES
_____ 1. Bar	A. Sugar and filled cookies
_____ 2. Pressed	B. Brownies and marshmallow squares
_____ 3. Drop	C. Pinwheel and spiral cookies
_____ 4. Rolled	D. Crescents and small balls
_____ 5. Refrigerator	E. Tea and spritz cookies
_____ 6. Molded	F. Chocolate chip and oatmeal cookies
	G. Date bar and peanut butter cookies

IV. Answer the questions below in the space provided.

1. Why should cookies be baked until they are just done?

2. How should cookies be stored to keep them fresh?

CONSUMABLE

POST-TEST

Prepare Cookies

I. Match the types of cookies on the left with the correct basic dough AND description given below. Write your answers in the blanks provided. NOTE! Each blank should have TWO letters.

TYPES OF COOKIES

____ 1. Pressed

____ 2. Refrigerator

____ 3. Bar

____ 4. Rolled

____ 5. Molded

____ 6. Drop

BASIC DOUGHS

A. Soft

B. Firm

DESCRIPTIONS

a. Broken off and shaped with the fingers.
b. Baked in a shallow pan and cut while warm.
c. Rolled into a thin sheet and cut with cookie cutters.
d. Chilled dough, sliced and baked.
e. Pushed from a spoon onto a baking sheet.
f. Rolled into a thick sheet and cut with a knife.
g. Forced through a cookie press into desired shapes.

II. List one example for each type of cookie listed below.

1. Bar -
2. Rolled -
3. Drop -

III. Select from the list below basic ingredients found in most cookies. Circle the letter beside the correct answer(s).

a. eggs
b. flour
c. fruit
d. nuts
e. fat
f. sugar
g. spices
h. salt

POST-TEST (Continued)

IV. Arrange in order the following steps to prepare soft and/or firm dough cookies. Number your answers from 1 (first) - 3 (last).

__________ Add eggs and liquid

__________ Cream together fat and sugar

__________ Fold in flour/dry ingredients

V. Place a check beside the correct rules/criteria for preparing and judging cookies.

RULES

_____ 1. Remove cookies from baking sheet/pan when cool.

_____ 2. Make cookies the same size and shape.

_____ 3. Bake cookies only until just done.

_____ 4. Place cookies on hot baking sheets/pans.

CRITERIA

_____ 5. Soft dough cookies should be moist and tender inside.

_____ 6. Firm dough cookies should be crisp and moist inside.

_____ 7. Refrigerator cookies should have a uniform, thick shape.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Cookies

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

I. Performance	Soft Dough			Firm Dough		
	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product						
-Uniform size and shape.						
-Lightly browned.						
-Moist, tender or crisp texture.						
-Pleasing, rich flavor.						

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) True, (2) False, (3) True, (4) True, (5) True, (6) False,
(7) True, (8) False, (9) False, (10) True, (11) True, (12) True,
(13) False, (14) True, (15) True

WORKSHEET #1

I. Soft dough cookies - Made from spongv, flexible dough or batter. (ex: oatmeal drop cookies)
Firm dough cookies - Made from stiff, rich dough which is high in fat. (ex: rolled sugar cookies)

II. Sugar, fat, eggs, flour, liquid

III. (1) B, (2) E, (3) F, (4) A, (5) C, (6) D

IV. (1) Hot pans will continue to dry (bake) cookie dough even after removal from the oven.
(2) In a dry container with a tight-fitting cover.

POST-TEST

I. (1) B,g; (2) B.d; (3) A,b; (4) B,c; (5) B,a; (6) A,e

II. Bar - Brownies
Rolled - Sugar cookies
Drop - Chocolate chip

III. a, b, e, f, h

VI. 2, 1, 3

V. Rules - 2, 3
Criteria - 5